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ABSTRACT

This final report is an assessment of an experimental class designed to determine whether students, grades nine through twelve with diverse backgrounds, could do field research on community problems. The course description and outline of the course define goals and methods of meeting these goals. Samples of materials used are included in the text together with evaluations of behavioral achievements, student content comprehension, student class evaluations and coordinating teacher evaluations. Appendices detail steps in the development of the course and examples of teaching materials, strategies, and evaluation forms. (SHM)

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COMMUNITY CONCERNS CLASS: A TERMINAL REPORT

by
George R. Johnstone

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COMMUNITY CONCERNS CLASS:

A TERMINAL REPORT

by
George R. Johnstone

A report of an experimental class designed to assess if students, grades nine through twelve, with diverse backgrounds could do field research. Conducted at Oakland Schools from February, 1970 to May, 1970.

Acknowledgments

This was truly a community production. If there is to be any forthcoming applause, the director herewith gratefully acknowledges the dramatis personae to whom belong the critic's accolades.

The production engineers who took part in the early planning established a unique setting expanding the stage from classroom to community. Dr. Myles Platt and Dr. Robert Payne wove their extraordinary skills into so many phases that it is impossible to separate their influence on plot, production, or denouement.

The Assistant Director of Systematic Studies, Dr. Rodney Roth, added his coaching skills in statistics and the Professional Education Resource Center helped with lights and recording. Our prompters in the wings included teachers Bill Hoffman, Pontiac Central; Mary Lynn Kraft, Waterford Mott; Robert Lippert, Huron Valley; Sister Susan Maxwell, Academy of the Sacred Heart; Glenn Ruggles, Walled Lake Central; and Glen Troutwine, Walled Lake Western.

Stage hands seldom get in the lime-light, but the profuse typing and assistance from secretaries Mrs. Hazel Babiak and Mrs. Phyllis McDaniel require special lighting. A spot light is requested for my secretary, Miss Glenda Ratliff, who not only typed script, programs, and invitations, but scheduled practices, provided refreshments, and transported players.

Acknowledgment goes also to that portion of our corporate angel who admitted their children. Some parents also assisted in transportation.

The performances of the students went beyond expectation. They demonstrated that they are as comfortable on the thrust stage of their community as they are on the conventional stage of a classroom. These actors and actresses earned and deserve an encore.

Excluding any of the above would have meant a lesser production, yet this curtain call seems insufficient for what may very well be a premiere.

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Introductory Statement

As any teacher knows, any attempt to ascertain and assess salient ingredients of a classroom experience is a monumental task. Overwhelmed by the process of evaluation, we turn to numbers and "objective tests." The scores, possessed with mystical powers, serve to reassure us that we "know" what a student has or has not learned and justify a multitude of decisions. So I have, in part, resorted to them.

However, they are inadequate. If excitement and enthusiasm generated among students is a sign that something significant is happening, how do we measure them for the skeptic? The use of electrodes and electroencephalograms in the classroom would really cramp our style. And since measurement entails the arbitrary assignment of scores subjectively arrived at, though it tells us something, the figures never seem to tell us enough.

Therefore, the object of this final report is to attempt to consider all the variables that may have influenced the educational processes and outcomes of this course. I would like to report as accurately as perceptually possible what happened. If the reader sees in this project something he would like to pursue, then he should find here at least a cornerstone. With this as the criterion, the report will be of necessity inclusive.

Evaluation of Community Concerns Class was based on written forms from students and teachers, seven audio tapes of class sessions, one video tape of the final class day, one video tape of a student presentation to their board of education, and student written reports.

I. Community Concerns Class: Origin & Development

The proposal of an interdistrict course in metropolitan concerns initiated with Martin Keck, Assistant Principal for Waterford Mott High School, in November, 1968 (See p. 116). Having been contacted, Dr. Myles Platt and Dr. Robert Payne invited several teachers and administrators to meet at Oakland Schools to react to the idea of a "metropolitan area approach to the study of social problems" (See p. 115). There were enough who responded with favor and enthusiasm to warrant a second meeting. Everyone felt that students should be invited to the next session.

While students discussed the possibilities of an interdistrict course and what they would like to see done with it, teachers discussed ways the class might be handled administratively (See pp. 119-121). Essentially the students concurred that "a course in social problems which combined classroom instruction with extended field research should be established." Held at Oakland Schools, directed by Dr. Platt and Dr. Payne, the course was to begin September, 1969, and meet a minimum of one semester. The students, a minimum of two and maximum of six from each school, were to be selected by the criterion that they had demonstrated some interest in social issues earlier. Academic record was definitely not a deciding factor. They were to receive a semester credit in social studies, earned by combining four days of research effort in their schools and communities with one day at Oakland Schools. They were to be paid mileage for use of their automobiles

and to be selected by the teachers in the districts who were also to make "necessary contacts" to "get the ball rolling." The class itself was to constitute a pilot project to determine the feasibility of a repeated venture.

Assuming directorship of the class in the fall of 1969, I began a review of the tapes and letters of the first meetings. It was paramount that the effort and thought of the students and teachers not be abandoned in the final stages of preparation. Concentrating on phrases like "involving students directly in identifying and solving social problems..." and "classroom instruction with extended field research," I wondered if we could train high school students to become researchers. Their own community would be the laboratory. A scientific approach would clarify aspects of social problems. That combination, with the student choosing his topic of interest, seemed to provide both structure and relevance.

The class would operate from the frame of reference that a "social problem is a condition (1) affecting a significant number of people (2) in ways considered undesirable, (3) about which it is felt something can be done (4) through collective social action."* Using these four criteria, the student should be able to identify specific social problems and then to practice basic research steps. Generally, he should:

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*Paul B. Horton and Gerald T. Leslie, The Sociology of Social Problems (New York: Appleton-Century-Crofts, 1965), p. 4.

1. Know what information he seeks.
   (Hypothesis formation)

2. Have some method of recording data.
   (Design an instrument)

3. Have a plan to obtain the data.
   (Research design)

4. Obtain it
   (Administer survey)

5. Have some mode of operating with his data.
   (Statistical analysis, tabulation)

6. Be able to know what his information tells him.
   (Interpretation and conclusion)

More specifically, the student should be held responsible for the following:

1. Define and identify a social problem.

2. Identify propaganda techniques in printed materials.

3. Draw up a testable hypothesis.

4. Develop some data gathering device.
   (e.g., questionnaire, interview)

5. Design a research project.
   a. select a population for his study
   b. define random sampling
   c. explain the method of sampling for his study
   d. administer his instrument
      (questionnaire, etc.)
   e. define correlation
   f. tabulate results

6. Enter data into a computer for analysis.
   a. explain probability
   b. explain Chi squared (X^2)

7. Interpret statistical results.
   (Hypothesis confirmed, rejected, qualified)

8. Present his findings in some format.
   (Written, oral, audio-visual, song)

Since the class was to be research oriented, it seemed that an inquiry approach should be used as often as practicable during the class session. In other words, the students should be encouraged to arrive at their own conclusions and draw their own concepts from the materials used, i.e., the thrust of both teacher and student is research oriented. The materials should even be their own as much as possible, e.g., develop their own textbook using xeroxed excerpts from class tapes, their papers, and their observations. These become a basis for comparison and self criticism.

The students would be on their own much of the time in their communities, so an early establishment of trust and responsibility in a free atmosphere was desired. They were told repeatedly that this was their class. I was giving direction, but if it was not heading a way that made sense, they were simply to stop me. (Which they did about the fifth session, and it proved a perceptive interruption.) Coffee and cokes would be provided; they would be free to come and go from the classroom as they chose. The only rule was that they not take coffee or coke from the room.

The optimum in personnel and facilities were available: Robert Kramp, librarian, Resource Information Center (ERIC); Dr. Rod Roth, statistician; consultants Doug Hansen, media, and Robert Baynes, audio-visual; printing and graphics with artist George Hemingway. Dr. Myles Platt, educator, political scientist, historian, and Dr. Robert Payne, educator with research experience, would both be involved in the planning and instruction.

With the more formalized plans, I went again to the teachers and students in the local districts for their reaction. We reviewed all the plans to date and they were told that it would entail a great deal of work and time. Would they still be interested in this approach? All concurred with the plans and seemed enthusiastic. One student in particular expressed approval saying, "Good! I was afraid all we were going to do was talk."

The coordinating teacher in each participating school was to serve as liaison between Oakland Schools and the community. They were to keep in touch with the students. (How were they progressing? What were they doing? Did they need any assistance?) The coordinator was not given any released time. It was anticipated that a maximum of five to ten minutes a day would be sufficient. They were invited to attend any class session.

Letters were sent to teachers, administrators and parents. *One school which was contacted could not enroll enough students. Another school had interested students but could not begin until the third class session, notably because of transportation problems. One parent phoned to inquire about the class and approved his son's admittance. An evening was spent in another school district to discuss our plans with most of the parents of six students. Class began Thursday, February 12, 1970.

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*(pp. 123-125)

II. Community Concerns Class: Course Content And Outline

We met fourteen days as a class. The students were encouraged to participate in the decisions involving course content and direction, thus there were occasions when the original lesson plans and materials were abandoned or set aside. The outline below is a combination of both lesson plans and interjections. The last month and a half of meetings were spent with the students working on their own research projects. Dr. Platt, Dr. Payne, Dr. Roth and I worked with the teams helping them to clarify, refine, tabulate. Those sessions are impossible to annotate on a daily basis.

The original schedule, meeting Thursday afternoon from one o'clock until five, had to be abandoned. Due to employment, athletics or whatever, some students could not meet past three o'clock. Although three would be the formal termination, those who could and wished remained longer. As a result of transportation difficulties, delay in release time from their classrooms or general mix-ups, class at Oakland Schools never started on time. Seldom did we end promptly at three, and we always had some students who extended their stay.

A minimum of twenty-five trips were made to the local districts to work with the students or accompany them places to pursue their interests. On numerous occasions students came to Oakland Schools to use the library and computer or discuss their projects.

We made our own textbook. Students were given large three ring notebooks into which went selected xeroxed materials from current news articles, texts, a governor's report, research reports, student work, and student materials from:

> Testing for Truth: A Study of Hypothesis Evaluation, Episodes in Social Inquiry Series, Sociological Resources for the Social Studies, Allyn Bacon, Inc., Boston, 1969.

Samples of those materials are included in Appendix II. The outline below suggests when and how they were utilized.

No grades were given for individual assignments; the emphasis was on self-improvement not assignment of arbitrary scores. And since it was felt that the feasibility of this program was being evaluated more than any particular individual, they were all given "A's" from the start as an attempt to remove grades as a variable that might deter them from control and responsibility for the class. Also, I wanted the level of acceptable performance to be ultimately set by the students, although the thrust in the class was for "as professional a product as possible."

Briefly, the plan was to train students to do field research concerning an aspect of a social problem of interest to them in their own community. Field research is viewed as the process of doing in-depth study, wherever the information is found, of a particular phenomenon in an area of human activity or interest with practical application. Therefore, if one wishes to discover more about racial attitudes in Town A, he goes to the people of

Town A for his information, not simply to the library, in order that he may draw some conclusions to guide his actions. The field, then, is where the information may be found for any particular query, which may include the library, newspapers, community, school, etc.

Following the premise of Dewey that "we learn by doing," we attempted to maintain an emphasis on student activity. They were exposed to a variety of data gathering methods, given time to practice them, and encouraged to choose the method which best suited their project. We discussed criteria of social problems and attempted to analyze the many examples offered by the students. Selecting a concern, each student or team narrowed their scope of study by forming hypotheses. Assistance was given in constructing an instrument to gather data, where possible eliminating those parts which did not pertain directly to their hypotheses. They selected the population, established random sampling, and set a plan for administering their instruments. Where needed they took the initiative to contact schools, and instructed teachers in the administration of their questionnaires. With some direction in tabulating results and operating an Olivetti desk computer, they entered the raw scores and read the Chi square tables. Having interpreted their results, they drew conclusions about their hypotheses.

The outline is a synthesis of how we attempted to meet these goals.

SESSION	OUTLINE	MATERIALS
ONE Feb. 12	I. Orientation: Administrative details II. "Star Power" (Simulation Game) A. Encourages student interaction B. Basis of experience for a discussion leading to the criteria of social problems III. Discussion drawing analogies to present social problems (not necessarily in same wording) IV. Suggested Assignment A. Identify a social problem and demonstrate how it meets our criteria (to hand in). B. Begin collection of information (news articles, magazines, etc.) of social problems you are interested in pursuing.	Instructions for "star power" pp. 127-135 Criteria listed p. 3 Excerpts from a tape recorded discussion that were handed to the students at the beginning of the second session pp. 136-137
TWO Feb. 19	I. Distribute excerpts from class discussion and review main points. II. Dr. Myles Platt A. Audio-slide presentation of the Detroit Riot, July, 1967 B. Discussed his method of: 1. gathering data 2. presentation of findings III. Method of gathering data via unstructured observation A. Discussed hand out materials B. Sent students in pairs to the shopping mall to do observations C. They wrote their observations on clear acetate for overhead projector when they returned. D. Projected their notes immediately upon return and discussed for clarity and objectivity.	(See above) Gathering Data for Unstructured Observation pp. 138-139 Samples of student work pp. 140-143

TWO (cont.)	IV. Suggested Assignment A. Continue collection of information. B. Practice unstructured observation in local school or community to hand in.	
THREE Feb. 26	I. Discussed student assignments given the first session, returned second session. They were then typed and xeroxed. Added to their notebooks, they were used to assess their understanding of: 1. criteria for social problems 2. unstructured observations	Samples p. 144
	II. Analyzing the written report A. Analyzed the Governor's report on "Drug Abuse"	Excerpts pp. 145-150
	B. Interpretation of Data	Samples pp. 151-152
	III. Analyzing charts and figures A. Plotting graphs to present opposite points of view using identical figures...flexible indices. Source: Crime, Uniform Crime Reports, Vols., 28-34, '58-'64. Estimated major crimes in the U.S. in millions: 1957 1.45 1958 1.57 1959 1.59 1960 1.87 1961 1.92 1962 2.01 1963 2.12 B. To show "crime booming" use, on one axis, the units: 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, etc., with the dates on the other axis and plot curve. C. To show "crime holding steady" use units: .5, 1.0, 1.5, 2.0, 2.5, 3.0, etc., with dates and plot curve.	

SESSION	OUTLINE	MATERIALS
THREE (cont.)	IV. Suggested Assignment: A. Take any three of the propaganda techinques we discussed in class and find them in news articles, etc., to demonstrate you can recognize them. Hand in. B. Using the figures reported in the appendix of the Governor's report on the use of drugs, present a particular point of view using graphs or charts ("lie with statistics"). One per school to present to class. C. Read news articles (hand outs) and be ready to analyze in class discussion.	Samples (between pp. 152-153)
FOUR March 5	I. Students presented their charts on using statistics to one's advantage. II. Students were broken randomly into six groups A. Three groups analyzed a report on a drug survey from The Daily Tribune. B. Other three groups analyzed report based on same drug survey from The Detroit Free Press. C. Each group presented their analysis using an overhead projector and transparencies of their articles. III. Mr. Ron Cowan gave a presentation on a drug survey which he conducted and which was the same one reported on in news accounts just analyzed by the class. A. Discussed news reporting and news releases. B. Covered his survey as to questionnaire, research design, tabulation, statistical analysis, and conclusions.	Samples with notes pp. 153-154 Sample (between pp. 154-155) Sample (between pp. 154-155)

SESSION	OUTLINE	MATERIALS
FOUR (cont.)	IV. Suggested Assignment: A. Hand in topic of research and list team members. B. Read pp. 1-6 from Testing for Truth. C. Write a testable hypothesis dealing with your topic. D. Select best example of a hypothesis from your group for presentation and discussion in class.	
FIVE March 12	I. Discussed class hypotheses II. Handout sheet and discussion of criteria for research hypothesis. III. The Semantic Differential for attitudinal studies. A. Administered to class B. The class tabulated the results C. Two students ran the data through the computer after its use was demonstrated to the class. (Assisted by Dr. Rod Roth) D. Results were discussed, as were the validity and reliability of the Semantic Differential. IV. Class discussion turned to validity of generalizing from research findings; what the process of science and research is about. Calendar for class introduced. V. Suggested Assignment: A. Read pp. 7-15 from Testing for Truth B. Prepare sample questions for survey instrument. Hand in.	Sample (from Educational Research course with Dr. Norman Bell, MSU) p. 155 Sample p. 156
SIX March 19	I. Each team or individual shared with the class their topic of research and plans for data gathering.	

SESSION	OUTLINE	MATERIALS
SIX (cont.)	II. During the discussion, copies of sample hypothesis and survey items were xeroxed and used in class discussion for analysis. III. Briefly covered sampling with SRSS materials (pp. 7-15) IV. Most of class time was spent in small group discussion: clarifying, defining, sharpening their plans. V. Suggested Assignment: A. Read pp. 16-23 from Testing for Truth B. Write more survey items pertaining to hypothesis you've drawn.	
SEVEN March 26	I. Discussed Chi Squared (X^2) and how it applied to their project. II. Students worked in own team clarifying their research design. Hand out. III. Suggested Assignment: A. Finish reading Testing for Truth pp. 24-28 B. Have research organization ready for hand in.	Sample p. 157 Samples of student work and instructor's comments, pp. 158-160
EIGHT April 9	I. Began reviewing and analyzing their data gathering instruments in teams with assistance and feed back from other teams as well as instructors. II. Suggested Assignment: A. Have survey instrument ready for typing and xeroxing. B. Try to set up a pilot project to test instrument once before final use. Sampling should include subjects not in final project.	

SESSION	OUTLINE	MATERIALS
NINE April 16	I. Discussed tabulation of data for computer use. A. Some students had to decide how to assign points to arrive at scores on surveys and tabulate those. B. Some students had to decide which questions on their surveys had to be tabulated for correlations. For example, | | YES | NO | | MALE | | | | FEMALE | | | number of males that answered yes to a particular question, and those who answered no, etc.... (If there is a significant difference between the number of males that answer yes and the number of females that answer yes, we say there is a correlation between sex and the answer given.) II. Worked independently (Some had completed pilot study and were revising.)	See p. 161
TEN April 23	I. Repeated much of session nine at various stages for different teams. II. Some students were setting up random sampling techniques of their population and making various contacts in local school systems.	Sample guide for students p. 162
	It is impossible to annotate the remaining sessions due to the extreme differences of stages at which the various teams were operating.	

Because the terminating activities of the participating schools did not have schedules which coincided, we decided to hold our final class session two weeks prior to commencement activities of most schools. May 28 was the last class, our fourteenth meeting, and we video taped it.

The students were asked to present a complete report of the work they had done to date. Even if they did not complete a study, I wanted to know if they understood research methodology. Therefore, they were requested to share their entire research procedure, the stages they had completed, and recommendations.

In order that you might better assess the class, a report of each project, including their survey instrument, is herein attempted.

Lori Horton (9)* and Laurel Farley (9)

Equal Opportunity Attitudes

Lori and Laurel wanted to find out if there was a difference in grade level, sex, and reported family income when correlated with questions pertaining to integration in housing and jobs. To do this the girls constructed a two-page questionnaire and spent some time in their schools during parent teacher conferences asking parents to complete them. They used this experience as a pilot project and returned to refine their survey and hypotheses as well as establish methods of tabulation. A single page, five question survey resulted (See p. 23).

Without my knowledge, the girls had contacted and asked permission to administer their surveys in the social studies classes in one high school and two junior highs in their community. In the high school with 1317 students, they ran 280 surveys in two classes every hour for the six periods one day. In the junior high with 926 students, they ran 135 surveys in three classes each hour for three periods one day. And in the other junior high with 676 students they ran 140 surveys with every fifth student in each grade of every social studies class in the six periods one day. A total of 555 surveys were obtained.

Laurel and Lori drew up six hypotheses. They are reported with their tabulated results and the conclusions.

*Parenthetical inclusions refer to grade level.

Hypothesis I

On a question of a given situation the students in higher grades will choose Mr. Y, a Negro, more than will students in lower grades.
(Correlated questions 1 and 4)

Chart Ia

Grade	7	8	9	10	11	12	Total
Mr. X	23	23	23	41	39	12	161
Mr. Y	64	50	66	80	62	18	340
Total	87	73	89	121	101	30	501

($X^2 = 5.8889$, $p > .30$)

With no statistical difference calculated, they set up a percentage chart of those figures to determine any trends, other than the obvious, wherein Mr. Y is highly favored overall.

Chart Ib

Grade	7	8	9	10	11	12
Mr. X	27%	32%	26%	34%	39%	40%
Mr. Y	73%	68%	74%	66%	61%	60%

Upon examining the chart, we determined that little difference appears. If anything, high school (10-12) students seem to choose Mr. Y less than junior high (7-9). The hypothesis is rejected.

Hypothesis II

On a question of given situation, the students in higher grades will choose to move to an integrated neighborhood more than students in lower grades
(Correlated questions 1 and 5)

Chart IIa

Grades	7	8	9	10	11	12	Total
Yes	41	37	47	50	57	18	250
No	58	45	44	64	40	7	258
Total	99	82	91	114	97	25	508

($X^2 = 13.2145$, $p < .05$

Conclusion: There is a difference, but where?

Chart IIb

	7	8	9	10	11	12
Yes	42%	46%	52%	44%	59%	72%
No	58%	54%	48%	56%	41%	28%

The hypothesis is confirmed, a definite progression of those choosing to move, with the exception of the tenth grade. But, it seems in opposition to the first conclusion with students in lower grades tending to choose to hire Mr. Y and here the students in high grades tending to choose to move to an integrated neighborhood. Perhaps it speaks to younger children favoring the security of their friends in a neighborhood they know but still more willing to hire a black man.

Hypothesis III

On a question with a given situation, more females than males will choose to hire Mr. Y, A Negro. (Correlated questions 2 and 4)

Chart IIIa

	Mr. X	Mr. Y	Total
Male	83	166	249
Female	68	174	242
Total	151	340	491

($X^2 = 1.5788$, $p < .20$)

Not very convincing statistically.

Chart IIIb

	Mr. X	Mr. Y
Male	33%	67%
Female	28%	72%

Conclusion: Hypothesis is not confirmed; but there seems to be a trend for females to select Mr. Y more than males, although both definitely favor Mr. Y

When one considers how difficult it is to design an attitudinal instrument so that subjects cannot figure out what an "expected" response would be, it is important to note that although the girls intentionally "stacked the cards" in favor of Mr. Y almost one third in both groups chose Mr. X for reasons apparently no other than race.

Hypothesis IV

On a question of a given situation, more females will choose to move to an integrated neighborhood than will males.
(Correlated questions 2 and 5)

Chart IVa

	Yes	No	Total
Male	100	167	267
Female	150	91	241
Total	250	258	508

($X^2 = 31.1384, p < .001$)

Very convincing statistically. Notice that the overall tendency is to choose not to move, and the reason may have nothing to do with an integrated neighborhood, e.g., they may prefer to live in the country.

Chart IVb

	Yes	No
Male	37%	63%
Female	62%	38%

The hypothesis is confirmed. A much greater percentage of females respond that they are willing to move.

Hypothesis V

On a question with a given situation, more students reporting a low family income will choose Mr. Y, a Negro, more than those reporting a high family income. (Correlated questions 3 and 4)

Chart Va*

	A	B	C	D	E	Total
Mr. X	1	16	50	42	20	129
Mr. Y	13	38	124	64	48	287
Total	14	54	174	106	68	416

($X^2 = 7.9530$, $p < .10$)

Statistically respectable figures, what do the percentages show?

Chart Vb

	A	B	C	D	E
Mr. X	8%	30%	29%	40%	30%
Mr. Y	92%	70%	71%	60%	70%

Conclusion: The hypothesis is accepted, but qualified; those reporting family incomes of under $5000 (A) are obviously choosing Mr. Y to a greater extent than the other income categories. However, it is

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*Discrepancies in total figures reported from chart to chart appear to be as a result of those students who completed only certain parts of their surveys and omitted others.

a small sampling in this group and we really don't know if they reported their family incomes accurately.

Hypothesis VI

On a question with a given situation, students reporting low family incomes will choose to move to an integrated neighborhood more than those reporting higher family incomes.
(Correlated questions 3 and 5)

Chart VIa

	A	B	C	D	E	Total
Yes	5	40	91	54	26	216
No	5	14	82	69	54	224
Total	10	54	173	123	80	440

($X^2 = 24.4786$, $p < .001$)

There appears to be a very significant difference. Again, where?

Chart VIb

	A	B	C	D	E
Yes	50%	75%	52%	43%	32%
No	50%	25%	48%	57%	68%

With the exception of Group A, there appears to be a definite regression; the higher the reported income, fewer and fewer choosing to move. Assuming the reporting is accurate, the hypothesis is definitely confirmed.

Lori and Laurel seem to have found that lower grades are more likely to hire the better qualified Negro, Mr. Y, but that higher grades are more likely to move into an integrated neighborhood. On both accounts, hiring and moving, the females appear to approve more readily than males. Those reporting lower family incomes may be economically motivated, but in either situation appear more willing to hire Mr. Y and to move.

Survey

1. Grade:

7th_____ 8th_____ 9th_____

10th_____ 11th_____ 12th_____

2. Sex:

male_____ female_____

3. Total Family Income:

a. less than 4, 999 _____
b. 5, 000 - 9, 999 _____
c. 10, 000 - 14, 999 _____
d. 15, 000 - 19, 999 _____
e. 20, 000 - higher _____

4. You are an employer in a certain company, and there is a job opening of a higher position. The list has been narrowed down to two applicants. One is white, Mr. X. He has finished 4 years of business school and has worked for the company 10 years. He is a good worker and fits all qualifications for the job. The other is Mr. Y, who is black. He has a masters in business administration and has also worked 10 years. He is a good worker and he also fits all the qualifications. Who would you pick for the job and why?

Mr. X _____ Mr. Y _____

5. You have been offered a job 100 miles away. You would be making 15% more a year with more benefits. But you would have to move and the only house open is in an integrated neighborhood. Would you take the job under these circumstances and why or why not?

Yes _____ No _____

Eloise Williams (11), Calvin Milton (11),
and Norde James (12)

"Attitudes Toward Integration"

Eloise, Calvin and Norde live in a community where "busing" is a very real issue. They had voiced the belief that if people truly wanted to integrate their schools, why not integrate the housing? That would eliminate the need to "bus." With this in mind, they attempted to construct a survey which asked for responses concerning integration of schools, neighborhoods, and socializing. Their fourteen question survey (see pp. 29-30) was prepared in two forms: Form I for white students and Form II for black students.

They ventured no hypotheses; they were simply curious about which group would have the higher positive attitude toward integration as presented in their questionnaire. They decided to assign one point for each question which could be viewed as a positive response toward a particular question's approach to integration attitudes. For example, question 1 (Would you sell your home to a black/white family?) could receive one point if answered affirmative, but question 4 (Do you believe that blacks/whites degrade white/black neighborhoods?) would receive a point if they responded "no." Thus, fourteen (14) would be the highest possible point accumulation.

In addition to examining overall attitudes toward integration, they hoped to see if there was a difference in response to questions 5, 6, and 12 (agree to being bused to a school where there are majority, 50%, or 25% blacks/whites). Eloise also wondered what the results would be if they examined separately those questions dealing with some process of socialization (questions 8, 9, 10, and 14) and added those points.

They knew that all students took English. At the next faculty meeting, they explained their program to the teachers in that department. They thought they might anticipate any questions which students might raise by administering the survey to the teachers. Several questions arose among the one black and thirteen white teachers. Some questions seemed constructive, e.g., how do you define a black social event? One or two refused to fill out the survey and at least one who completed it did not return it. Although the scores of those returned were relatively high, some wrote unsolicited comments which indicated the survey may be invalid. For example, in response to Would you sell your home to a black family? one offered: "I have no intention of selling my home right now, and I certainly wouldn't sell to them." The sampling of one hundred eight teachers via one department with a student survey provides no grounds for inditement. As a student taking required courses, however, one might feel that this brief encounter warranted further study of faculty attitudes.

Three hundred three (303) surveys were obtained from one hundred sixty-nine (169) black students and one hundred thirty-four (134) white

students from a school population of 2050. Eloise, Norde, and Calvin broke the fourteen (14) possible points into three categories of positive attitudes:

high = 10-14
medium = 6-9
low = 0-5

Tabulating the overall attitudes toward integration they recorded their raw data.

Chart I

	HI	ME	LO
Black	64	72	19
White	66	50	16

(actual figures - not percentages)

The attitudes appear to be high for both groups, and with a Chi squared (X^2)* of 2.4267, $p > .10$,** there is no statistical difference between the way black and white students respond.

For question 5 (Would you agree to being bused to a school where there are a majority of whites/blacks?), they recorded the following:

Chart II

	Yes	No
Black	33	136
White	35	99

---

*Chi squared (X^2), a mathematical procedure to determine the degree of difference between what one actually observes numerically and what would be expected purely by chance. $X^2 = \frac{(f_o - f_e)^2}{f_e}$

**$p > .10$, (probability greater than .10) "Statistical significance is usually reported at one of several 'levels of confidence.'" A $p > .10$ i indicates that the differences noted for our samples would be found in 90 of 100 repetitions. Usually reported as no significant difference, NSD.

The emphasis is definitely "No," and between black and white students - no statistical difference, Chi squared (X^2) = 1.8659, P > .10. Question 6 (Would you agree to being bused to a school where there are 50% of whites/blacks?) responses show a trend away from the negative.

Chart III

	Yes	No
Black	99	50
White	73	56

(X^2 = 2.8453, P > .10)

There is not much of a statistical difference between the student groups, but the black students show a higher positive attitude to busing with these odds: 67% black answered "Yes," 57% white answered "Yes."

For question 12 (Would you agree to being bused to a school where there are 25% of whites/blacks?), they found a definite trend for both groups to respond positively.

Chart IV

	Yes	No
Black	111	43
White	85	46

(X^{2*} = 1.7045, NSD)

And again, no statistical difference between the responses of white students and black students. Upon examining questions 5, 6, and 12, the conclusion would seem to be that no one wants to be a minority.

When they combined scores based on responses to questions 8, 9, 10, 11, and 14, the results were interesting to them but not conclusive.

Chart V

	HI	ME	LO
Black	35 23%	46 30%	73 47%
White	34 25%	51 40%	45 35%

(X^2 = 4.9229, p > .10)

They found it interesting that more black students responded that they did not have white friends than white students that they did not have black friends. If the blacks didn't have as many white friends as whites did black friends, where were the whites making friends-or-what constitutes "friendship" to both? They were also curious about a trend for white students to respond that they had black friends but did not appear to be going anywhere with them.

Form I

1.	Would you sell your home to a black family?	( ) yes ( ) no
2.	Would you move next door to a black family?	( ) yes ( ) no
3.	You are selling your home. Would you permit the real estate dealer to show your home to a black family?	( ) yes ( ) no
4.	Do you believe that blacks degrade white neighborhoods?	( ) yes ( ) no
5.	Would you agree to being bused to a school where there are a majority of blacks?	( ) yes ( ) no
6.	Would you agree to being bused to a school where there are 50% blacks?	( ) yes ( ) no
7.	Could you accept having a black classmate?	( ) yes ( ) no
8.	Do you have any black friends?	( ) yes ( ) no
9.	Do you go to black social events?	( ) yes ( ) no
10.	Do you go to social events with blacks?	( ) yes ( ) no
11.	Can you talk freely among blacks?	( ) yes ( ) no
12.	Would you agree to being bused to a school where there are 25% of blacks?	( ) yes ( ) no
13.	Do you believe blacks bring down the educational level in schools?	( ) yes ( ) no
14.	Would you refuse to go to black social events?	( ) yes ( ) no

Form II

1.	Would you sell your home to a white family?	( ) yes ( ) no
2.	Would you move next door to a white family?	( ) yes ( ) no
3.	You are selling your home. Would you permit the real estate dealer to show your home to a white family?	( ) yes ( ) no
4.	Do you believe that whites degrade black neighborhoods?	( ) yes ( ) no
5.	Would you agree to being bused to a school where there are a majority of whites?	( ) yes ( ) no
6.	Would you agree to being bused to a school where there are 50% of whites?	( ) yes ( ) no
7.	Could you accept having a white classmate?	( ) yes ( ) no
8.	Do you have any white friends?	( ) yes ( ) no
9.	Do you go to white social events?	( ) yes ( ) no
10.	Do you go to social events with whites?	( ) yes ( ) no
11.	Can you talk freely among whites?	( ) yes ( ) no
12.	Would you agree to being bused to a school where there are 25% of whites?	( ) yes ( ) no
13.	Do you believe whites bring down the educational level in schools?	( ) yes ( ) no
14.	Would you refuse to go to white social events?	( ) yes ( ) no

Tim Higgins (12) and Paul Varnas (12)

Police-Community Relations

Paul and Tim began with some definite assumptions about police that they wished to check by interviewing policemen in the surrounding communities. However, due to problems in designing a survey, e.g., wording the questions so that they arrived at answers indirectly so that "expected answers" might be avoided, they had to abandon much of their earlier work.

Admitting difficulty in narrowing their topic, they began to think in terms of surveying the general public about their support for police. They hypothesized:

1. Females will support police more than males.
2. People with higher income will support police more than people with lower incomes.
3. People who have not had unpleasant experiences with police will support police more than people who have had an unpleasant experience with police.
4. Older people will support police more than younger people.

Faced with limited time, a telephone survey was planned. The survey had to be short with quick responses possible, so they settled on thirteen questions (See p. 33). Tabulating questions 4, 6, 8, and 10, they could arrive at a scale showing degree of "support for police." Correlating those scores with questions 1, 12, 5, and 11, respectively, they hoped to verify

their hypotheses. The remaining questions were of interest to them; they felt they could do something with them.

They prepared an introductory statement about the reason for their study, a class project, and their method of sampling, selecting randomly three people from each page of a phone book. A tabulation sheet for quick recording was prepared (See p. 34).

Twenty-five calls were completed when the report was made in class. Of those called, most said they felt respect for the law had declined - of the laws were not called in question. The sampling is too small to be conclusive but intimates that respect for law comes from force.

Survey

1. M_____ F_____

2. The courts tend to favor the criminal. A D NO*

3. Respect for the law has declined. A D NO
If agree, why?

4. Order could have been restored earlier in the 1967 Detroit riots if the police had been allowed to use more force. A D NO

5. Have you ever been arrested? YES NO

6. Reports on police brutality are, for the most part, exaggerated.
A D NO

7. Stop and frisk laws would reduce crime. A D NO

8. The police misused their power in the Chicago Democratic Convention riots. A D NO

9. All police officers should have a minimum of 2 yrs. college education.
A D NO

10. The police are subject to unfair criticism. A D NO

11. Age_____

12. Income: a. 4999 or below c. 10,000 - 12,499 e. 15,000
b. 5,000 - 7,499 d. 12,500 - 14,999 or above

13. Occupation _____

*A = agree, D = disagree, NO = no opinion

Survey Tally Sheet

1. Male__Female__	1. Male__Female__	1. Male__Female__	1. Male__Female__
2. A__ D__ NO__	2. A__ D__ NO__	2. A__ D__ NO__	2. A__ D__ NO__
3. A__ D__ NO__	3. A__ D__ NO__	3. A__ D__ NO__	3. A__ D__ NO__
4. A__ D__ NO__	4. A__ D__ NO__	4. A__ D__ NO__	4. A__ D__ NO__
5. YES__ NO__ YES__ NO__	5. YES__ NO__ YES__ NO__	5. YES__ NO__ YES__ NO__	5. YES__ NO__ YES__ NO__
6. A__ D__ NO__	6. A__ D__ NO__	6. A__ D__ NO__	6. A__ D__ NO__
7. A__ D__ NO__	7. A__ D__ NO__	7. A__ D__ NO__	7. A__ D__ NO__
8. A__ D__ NO__	8. A__ D__ NO__	8. A__ D__ NO__	8. A__ D__ NO__
9. A__ D__ NO__	9. A__ D__ NO__	9. A__ D__ NO__	9. A__ D__ NO__
10. A__ D__ NO__	10. A__ D__ NO__	10. A__ D__ NO__	10. A__ D__ NO__
11. _____	11. _____	11. _____	11. _____
12. A__ B__ C__ D__ E__	12. A__ B__ C__ D__ E__	12. A__ B__ C__ D__ E__	12. A__ B__ C__ D__ E__
13. _____	13. _____	13. _____	13. _____

Kathy Conklin (12), Chuck Dean (11), Sheila Gray (12),
Kris Lape (12), and Debbie Richards(12)

Current Political Issues

Kathy, Chuck, Sheila, Kris, and Debbie decided to do an interdistrict study using the students from two schools as their population. Their survey covered diverse topics with many possible correlations. Rather than limit themselves, they decided to retain all their questions but examine only a few hypotheses (Survey pp. 38-40).

For those areas of immediate concern they hypothesized:

1. More females than males will favor abortion law repeal.
2. More Catholics than non-Catholics will favor no change in the existing abortion law.

They were interested in reactions to lowering the voting age to eighteen (18) and satisfaction with the American democratic system, whether it should be changed and how. But they would not venture hypotheses on these.

School A is public and School B parochial. In School A, the students called a meeting of teachers who had agreed to administer their surveys. Debbie and Chuck attempted to choose classes to administer their questionnaires which would insure adequate random selection for grades nine through twelve. The classes included: Jewelry and Graphics, English IV, Chemistry, American History and Government. Having explained why they were giving the survey, the two answered questions from teachers of these classes, e.g., is it worth interrupting my class to give?

In School B, the students handed out their surveys to every student, grades nine through twelve, as they registered for next year's classes.

The two schools were tabulated separately and then compared and combined. Correlating questions 3 and 9, for hypothesis 1 (more females than males will favor abortion law repeal), they found no significant difference (NSD) in the responses. Conclusion: There is no difference in response based on sex.

Questions 6 and 9 were correlated to check hypothesis 2 (more Catholics than non-Catholics will favor no change in abortion law). Again, NSD. Conclusion: There is no difference in response based on religion. When they examined further the correlation of Catholics in School A, public, with Catholics in School B, parochial, they found no significant difference.

They also found in tabulating question 20 (should the voting age be lowered to 18) that most were in favor and reported essentially that they were not influenced in their answers by university demonstrations.

In response to question 21 (satisfied with our American democratic system and, if not, how should it be changed), 44.8% of the students from School A answered they were satisfied; only 20.2% reported satisfaction from School B. While 51.6% from School A were in favor of changing it peacefully, 71.4% from School B felt the same. Of those who favored

violent change, School A had 3.6% and School B, 8.4%. As could be expected, where the issue of change is more prominent, percentages will be higher among both peaceful and violent advocates than when fewer desire change.

General Opinion Survey
Community Concerns, Oakland Schools

1. age: a. 10-15 ( ) d. 31-40 ( ) g. 61-over ( )
b. 16-20 ( ) e. 41-50 ( )
c. 21-30 ( ) f. 51-60 ( )

2. income of family:
a. 5,999 ( )
b. 6,000 - 9,999 ( )
c. 10,000 - 15,000 ( )
d. 15,000 - 20,000 ( )
e. 20,000 - over ( )

3. sex:
a. male ( )
b. female ( )

4. marital status:
a. single ( )
b. married ( )
c. separated ( )
d. divorced ( )

5. race:
a. black ( )
b. white ( )
c. red ( )
d. other ( )

6. religion:
a. Jewish ( )
b. Protestant ( )
c. Catholic ( )
d. other ( ) _____

7. location of residence:
a. city ( )
b. subdivision outside of city limits ( )
c. rural or farm area ( )

8. where employed:
a. city ( )
b. subdivision outside of city limits ( )
c. rural or farm area ( )

9. Are you in favor of abortion law:

a. left as is ( )
b. modified ( )
c. repeal ( )
d. no opinion ( )

10. What was your opinion based on?

a. religious ( )
b. personal ( )

11. How concerned are you about pollution?

a. very ( )
b. slightly ( )
c. not at all ( )

12. Pollution should be solved by:

a. business ( )
b. government ( )
c. individual ( )
d. all of the above ( )

13. A. Would you be willing to sacrifice certain conveniences to fight Pollution?

a. yes ( )
b. no ( )

B. What method should be used?

a. higher taxes ( )
b. higher prices ( )
c. specialized consumer purchasing ( )
d. donation of time and work ( )

14. Do you feel there is definite racial discrimination in the United States?

a. yes ( )
b. no ( )
c. don't know ( )

15. Do you live in an integrated neighborhood?

a. yes ( )
b. no ( )

16. Would your neighbors react negatively to integration in local:

a.	schools	yes ( )	no ( )
b.	housing	yes ( )	no ( )
c.	social groups	yes ( )	no ( )
d.	church	yes ( )	no ( )

17. Would you personally react negatively to integration in local:

a.	schools	yes ( )	no ( )
b.	housing	yes ( )	no ( )
c.	social groups	yes ( )	no ( )
d.	church	yes ( )	no ( )

18. If you were to see a person in the act of stealing merchandise in a store, would you:

a. report it to the store manager ( )
b. ignore it and go on your way ( )

19. A young man comes to your door to ask for the use of your phone; his car has a flat tire in front of your house. His hair is shoulder length and he is dressed in jeans and an undershirt. Would you:

a. refuse him ( )
b. let him in ( )

due to: appearance ( )
distrust of any stranger ( )

20. A. Do you feel that the voting age should be lowered to 18?

a. yes ( )
b. no ( )

B. Is your answer influenced by university demonstrations?

a. yes ( )
b. no ( )

21. A. Are you satisfied with our American democratic system?

a. yes ( )
b. no ( )

B. If no, by what means should it be changed?

a. peaceful ( )
b. violent ( )

22. Do you approve of the demonstrations occurring on U.S. campuses today?

a. yes ( )
b. no ( )

23. Do you feel that the students are genuinely concerned about the issues they are demonstrating about?

a. yes ( )
b. no ( )

24. After having employed all peaceful options open to them with no effective results, would students be justified in:

a.	violence	( ) yes or ( ) no
b.	boycott	( ) yes or ( ) no
c.	demonstrations	( ) yes or ( ) no
d.	revolution	( ) yes or ( ) no

Coni Beck (11) and Rene Solomon (11)

Racial Attitudes

Rene and Coni had registered interest in this topic before class even began. Having taken the Semantic Differential attitude survey, they wondered if they might combine two sets with the stimuli "white people" and "black people" and have their subjects react to both independently. Although the instrument has been used in dissertation studies, we found no indication that it had been used in combined form at the secondary level before (See pp. 43-44). These girls were interested in the attitudes which students had toward the stimulus identifying their own group and the opposite stimulus. They were also interested in how those attitudes correlated with sex. With assistance, they arrived at the following hypotheses:

1. A greater percentage of black females will have a more positive attitude toward the stimulus "black people" than will black males.

2. A greater percentage of white females will have a more positive attitude toward the stimulus "white people" than will white males.

3. A greater percentage of white females will have a more positive attitude toward the stimulus "white people" than will black males.

4. A greater percentage of black females will have a more positive attitude toward the stimulus "white people" than will black males.

5. Black students will have a more positive attitude toward the stimulus "black people" than white students toward the stimulus "white people."

6. Black students will have a more positive attitude toward the stimulus "white people" than white students will have toward the stimulus "black people."

By assigning five points to the most positive response and one point to the least positive, points can be assigned 5, 4, 3, 2, or 1 accordingly for each pair of adjectives. With ten pairs a total of fifty (50) points would be the highest possible score. They can then tabulate a point score for each part of their survey and establish a value for the variable "positive attitude." The remaining variables are simply placed on a cover sheet and correlated with the point scores.

They gave their surveys in two schools, hoping for three hundred (300) samples from each. In their own, School A, all white, they met with teachers during one of their faculty meetings and explained their study. Asking for volunteers among the teachers, they had three hundred surveys completed the next day and returned. In School B, partially integrated, they met with the principal and social studies department head to explain their program and to ask cooperation in running their survey. The department head had teachers in eleventh and twelfth grade social studies classes administer them. Two hundred twenty-two were returned.

The girls indicated that in tabulating a trend seemed to be a lower positive attitude by both black and white students toward the opposite group stimulus. At the time of reporting, though, they had not verified if their trends were statistically significant.

Survey

Please check the appropriate space for you.

Male _____ Female _____

Black ____ White _____

The purpose of this study is to find out how you feel about black people and white people. Please do not think about individuals but react on the basis of how you feel about either group as a whole. Place an X on one of the five (5) spaces between each pair of words or phrases, indicating the strength of your feelings.

BLACK PEOPLE

	Very	Slightly	Uncertain	Slightly	Very	
religious	____	____	____	____	____	non-religious
valuable	____	____	____	____	____	worthless
clean	____	____	____	____	____	dirty
peaceful:	____	____	____	____	____	war-like
fair:	____	____	____	____	____	unfair
beautiful	____	____	____	____	____	ugly
nice:	____	____	____	____	____	awful
honest:	____	____	____	____	____	dishonest
good:	____	____	____	____	____	bad
sad	____	____	____	____	____	happy

WHITE PEOPLE

	Very	Slightly	Uncertain	Slightly	Very	
religious	____	____	____	____	____	non-religious
valuable	____	____	____	____	____	worthless
clean	____	____	____	____	____	dirty
peaceful	____	____	____	____	____	war-like
fair	____	____	____	____	____	unfair
beautiful	____	____	____	____	____	ugly
nice	____	____	____	____	____	awful
honest	____	____	____	____	____	dishonest
good	____	____	____	____	____	bad
sad	____	____	____	____	____	happy

Joan Columbo (12) and Jayne Columbo (12)

"Effects of Transportation On Air Pollution"

Jayne and Joan registered early interest in researching the effects of transportation on air pollution. However, in an attempt to obtain background information before narrowing their topic, they ran into blind alleys. Interviewing the director of the transportation division of the Southeastern Michigan Council of Governments, they could obtain no specific information regarding their topic. They found the same to be true when they interviewed at Air Pollution Control Center in Detroit.

Their greatest source of information proved to be the lectures which they recorded during the Earth Day Teach-In at Wayne State University. Frustrated by the dead ends, they combined efforts to extract what information they could and presented a paper. They cited information suggesting that transportation is the major cause of air pollution.

NATIONAL SOURCES OF MAJOR AIR POLLUTANTS
(millions of tons per year)

Source	Carbon Monoxide	Sulfer Oxides	Hydro-Carbons	Nitrogen Oxides	Particulate Matter	Total
Transportation	66	1	12	6	1	86
Industry	2	9	4	2	6	25
Power Plants	1	12	-	3	3	20
Space Heating	2	3	1	1	1	8
Refuse Disposal	1	-	1	-	1	4
Total	72	25	18	12	12	143

("The Sources of Air Pollution and Their Control," Public Health Service Publication #1548, Government Printing Office, Washington D. C., 1966.)

Concerned about the effects of these specific sources, they reported that:

1. Carbon monoxide, although its effects in metropolitan atmospheres is uncertain, has made most people get dizzy, get headaches, and feel other symptoms of poisoning with 100 parts per million in laboratory experiments.
2. Sulfur oxides limit visibility, cut down on sunlight, irritate the upper respiratory tract or harm lung tissue.
3. Hydrocarbons are only harmful in high concentrations.
4. Nitrogen oxides can be converted, at sufficiently high temperatures, into nitrogen dioxide which is a considerably poisonous gas.
5. Particulate matter, specifically beryllium, arsenic, and asbestos, causes damage to the respiratory tract and has been associated with lung diseases, including cancer.

(Air Pollution Primer, National Tuberculosis and Respiratory Disease Association, New York, 1969, pp. 36-44.)

Joan and Jayne then asked what was being done to control these pollutants, particularly by the Federal Government and General Motors. Both seem to be concentrating on two approaches: efforts to control emissions from the internal combustion engines and research into alternate power systems.

As to the former, federal standards and goals have been proposed as follows:

PRESENT MOTOR VEHICLE EMISSION STANDARDS & GOALS PROPOSED BY THE FEDERAL GOVERNMENT

	1970	1973	1975	1980*
Hydrocarbons	2.2	2.2	.5	.3
Carbon Monoxide	23	23	11	4.7
Nitrogen Oxides	-	3.0	.9	.4
Particulates	-	-	.1	.03

(John J. Brogan, Director-Division of Motor Vehicle Research and Development, Wayne State University presentation on Teach-In, April 22, 1970.)

*Research Goals

Ranks have been established for some alternatives to the internal combustion engine. Although criteria for ranking were not given, they are reported as:

POTENTIAL OF CANDIDATE POWER SYSTEMS
FOR PASSENGER CARS

Candidate	Rank
Brayton Cycle (gas turbine)	1
Rankine Cycle (steam engine)	2
Heat Engine/Battery	2
Heat Engine/Flywheel	3
Alkali-Metal Battery	3
Metal-Air Battery	4
Stirling Cycle	4

(John J. Brogan, op. cit.)

The girls conclude that significant progress has been made by the automotive manufactures, e.g., in the past ten years the level of hydrocarbon emissions has been reduced by about 70% and carbon monoxide by more than 65%. Citation of specific contributions by General Motors included the installment of a system to control evaporative losses in 1970 model cars and production of passenger car's engines built to operate on leaded as well as non-leaded fuels for 1971 models. Exploration into alternate power sources has proven impractical, presently, due to the high cost to the consumer even with mass production. The progress has taken "much public pressure."

The girls concluded:

> We have seen through our research and interviews that a good deal of the supposedly informed public know very little about this problem. And often, to our surprise, the people in the positions to be knowledgeable are not. We believe that

before such a problem as air pollution caused by vehicle emissions - a problem that affects all of us since there are now more cars in the United States than there were people in 1900 - can be solved, people must be informed of the facts and be willing to contribute whatever is necessary to rid this country of the dangers which result from stagnant air, which now exists, and to end the threat of increased pollution for their children.

Mike Thompson (9)

Student Demonstrations

Mike's interest in campus unrest led him in a variety of areas. He spent a great deal of time in the staff library researching the subject and found it so interesting he refused to limit his approach. In our desire to encourage field research wherein the topic was narrow but measureable, we counseled Mike on numerous occasions suggesting hypotheses and constructing a brief survey. He endured our proposals, but adamantly maintained he "wanted to cover it thoroughly." I think his approach is a legitimate one.

His plan was to administer three hundred (300) surveys, some by interview and others written. The interviews were to be tape recorded and pictures (slides) taken to be used in his final presentation along with his conclusions. He planned to visit the Pontiac Shopping Mall and selected campuses to administer his surveys.

He proposed no hypotheses but was curious about several possible correlations. For example, would religious affiliations have some relationship to responses; or would sex, age, race, or educational attainment reflect any relationships with the responses. Accordingly, the first five questions could be correlated with any one item or combinations of items. Questions were related to such things as views on society, use of power, right to demonstrate, degrees of punishment, justice, and Vietnam.

When Mike started interviewing at the shopping center, he was stopped by the Mall authorities and informed it was illegal to "solicit or interview." He then drove to The University of Michigan in Ann Arbor and spoke with several students. Altogether, forty surveys were taken before the class presentation. Dissatisfied with the small sampling, he expressed intentions of continuing into the summer. By the time of the report, he discovered that the interviews took half an hour each, but enjoyed particularly sessions which included a "motorcycle gang," "ex-dope pusher," and some "hippies."

Although inconclusive, he felt the results to date tended to show most students replying that the reason for demonstrations were primarily opposition to Vietnam and war-related research on campuses. In May, 1970, the U.S. News and World Report had offered results of a survey which suggested that students felt police should be called on campus in the face of protests. Mike reported that the tendency in his study was in opposition.

Interview Questions

1. Sex: male ( ) female ( )

2. Race: white ( ) black ( ) other ( )

3. Religion: _____

4. Age: 16 or under ( ) 23 - 30 ( )
17 - 22 ( ) 31 or above ( )

5. Highest grade completed:
( ) grade school (1-8)
( ) some high school (9, 10, 11, 12)
( ) high school graduate
( ) college 3 yrs., or less
( ) college diploma or more

6. A greater number of male students participate in more violent demonstrations, protest, and campus riots than females.

agree ( ) disagree ( )

7. Just as many females as males participate in less violent demonstrations and protest (sit-ins, pickets, boycotting, teach-ins).

agree ( ) disagree ( )

8. Do students have a right to demonstrate or protest if they really feel strongly for what they are doing?

Yes ( ) No ( )

9. Are campus disorders a communist plot?

Yes ( ) No ( )

10. Present day laws for getting arrested for demonstrating or protests are:

too strict ( ) just right ( ) not strict enough ( )

11. When the police is called into a campus disorder they handle the demonstrators:

too rough ( ) just right ( ) not rough enough ( )

12. Have you ever participated in a demonstration or protest?

Yes ( ) No ( )

13. What kind?

boycott ( ) sit-in ( )
picket ( ) teach-in ( )
strike ( ) riot or violent demonstration ( )

14. Have you ever been arrested for participating in a demonstration?

Yes ( ) No ( )

15. There is a large portion among students today that are unstudent and do not belong in college.

True ( ) False ( ) Don't know ( )

Unstudent is a student who is against society, plotting revolt against society and campuses.

16. Now days most campus disturbances are organized by SDS.

agree ( ) disagree ( )

17. Should there be a black study course?

Yes ( ) No ( )

18. Why do students rebell, demonstrate, or protest?

What are some of the things students demonstrate against?

19. Do you think student demonstrations and protests accomplish anything? Is it really worth the effort, risk, the danger of getting hurt, arrested, suspended, or expelled from school? Why/Why not?

Yes ( ) No ( )

20. Do you think universities have a right to suspend and expell students who participate in demonstrations" Why/Why not?

Yes ( ) No ( )

21. Are the people running society and the campuses the cause of student unrest? Why/Why not?

Yes ( ) No ( )

22. Students for a Democratic Society (SDS) is a formidable threat to peace on American campuses. Why/Why not?

Agree ( ) Disagree ( )

23. Do you think there should be war-related research within the academy? Why/Why not?

Yes ( ) No ( )

24. Should there be R.O.T.C. on the campuses? Why/Why not?

Yes ( ) No ( )

25. Go out and find out just what the students expect from school, the faculty, and administration. What are some of the things that need to be improved that aren't? What are some demands?

26. What does the faculty and administration expect from the students? What don't you like about the student body that you would like to see changed or improved? What do you think about the opportunity to express their views on the teaching performance of individual faculty members and to have their views count for something?

What do you think of student representation in administrative affairs of the university and on board of trustees or regents?

27. What do you think of present day society and how would you like to see it changed?

28. What do you think about student's participation in major school policies and planning and helping to improve the curriculum?

29. Do you think the Chicago 7 had a fair trial?

(Yes ( ) No ( )

30. Why did so many campuses have riot like protests because of the guilty verdict of the Chicago 7 defendants?

Jim Moll (9)

Urban Renewal

> The main purpose of my survey was to find who and what type of people are most concerned about the problem of Urban Renewal.

Thus, Jim began his presentation. Accompanied by a foreign exchange student, he spent one school day in a Pontiac shopping center. As people sat around a fountain area for a brief shopping reprieve, he asked them to fill out his questionnaire. Twenty-three were completed until the Mall authorities took him to the office and informed him "no selling, soliciting, or surveying." Jim returned here and the prosecutor's office was phoned for legal clarification. We were informed that shopping malls are privately owned and permission would have to be sought to continue. Class presentations had to be made before that was possible, so Jim demonstrated his research intentions with the twenty-three completed surveys, noting that the sampling was too small for conclusive findings.

Jim's first hypothesis was:

1. People tend to overlook urban renewal as a problem in relationship to other problems.

Tabulating item one responses (see survey pp. 58-60), he found some interesting trends. In the chart on the following page percentages reflect the number of people who ranked a particular item as a priority, column one; as second greatest importance, column two, etc.

	1	2	3	4	5	Totals
Vietnam		13%		21%	8%	42%
Law Enforcement	25%	8%	21%	17%	4%	71%
Urban Renewal	4%	17%	17%	13%	29%	79%
Welfare	4%	8%	17%	13%	25%	67%
ABM	4%				8%	13%
Space Program		4%		4%	13%	21%
Education	33%	38%	13%	4%		88%
Ecology	21%		17%	17%		54%

Jim felt it interesting that education was selected more than anything in the top two ranks. Likewise, the low ranking of Vietnam, ABM, and the space program tends to speak to our national military priorities. He felt that his hypothesis might be rejected if the trend continued of ranking urban renewal in the top five in importance.

Other hypotheses which Jim offered included:

2. Residence of urbanized areas are more concerned about urban renewal than those who live in suburban areas.
   (Correlate items one and two.)

3. The lower the income of the family, the more concerned they are about urban renewal.
   (Correlate items one and five.)

4. The more members of the family, the more concerned they are about urban renewal.
   (Correlate items one and six.)

5. A sole parent in a household is more concerned about urban renewal than a parent who is married.
   (Correlate items one with six and seven.)

6. The condition and ownership of housing and the condition of the neighborhood affects people's concern for urban renewal.
   (Correlate item one with 8, 9, and 10.)

7. Families living in crowded conditions are more concerned about urban renewal than those not living in crowded conditions.
   (Correlate item one with ratio from items 6 and 11, a mixed number yielding "crowded conditions.")

Finally, Jim was interested in running question 12 to discover what people excluded from cities of the future.

If the surveys completed served as a pilot, Jim concluded that he would change the wording at least on items 3 and 4, and perhaps on some of his hypotheses.

SURVEY

1. Which of the following items do you think should be given the greatest support of our time and money?

   Rank only 5. Do this by placing a 1, 2, 3, 4, and 5 where you think time and money should be spent, with 1 receiving the greatest amount.

Vietnam	_____	ABM build up	_____
Law Enforcement	_____	Space Program	_____
Urban Renewal	_____	Education	_____
Welfare Programs	_____	Ecology	_____

2. In which area do you live? (See map below)

   area #1 _____
   area #2 _____
   area #3 _____
   other _____

3. How would you feel if a neighborhood on the opposite side of town was to be torn down to build an astrodome arena?

approve _____ disapprove _____ don't know _____

4. Would you mind if your neighborhood was to be torn down to make a large school for crippled and mentally retarded children?

mind _____ won't mind _____ don't know _____

5. Estimate the total income of your family.

4, 999 or less _____
5, 000 - 9, 999 _____
10, 000 and above _____
15, 000 and above _____

6. How many are there in your immediate family?

_____

7. What is your marital status?

single _____
married _____
divorced _____
widow (er) _____

8. Are you a home owner?

Yes _____ No _____

9. What condition is your home in?

poor _____
below average _____
average _____
above average _____
excellent _____

10. What condition is your neighborhood in?

poor	_____
below average	_____
average	_____
above average	_____
excellent	_____

11. What is the number of rooms in your home? (not including bathrooms)

_____

12. Check each of the following items that you feel should be excluded from the ideal city of the future.

a. shopping malls
b. municiple parking
c. high rise apartments
d. city parks and recreation facilities
e. industry (factories, etc.)
f. government buildings in complex
g. low rent houses
h. private businesses
i. transportation facilities
j. schools within the city limits
k. school outside the city limits
l. day care nurserys
m. hospitals and medical offices in complex
n. restaurants
o. snack bars
p. public meeting area (sports, rallies, etc.)
q. public learning center (not connected with schools)
r. bars
s. gas stations
t. places of worship
u. museums
v. art galleries

Donna Sills (12)

Drug Use and School Involvement

Donna was absent on the final day of class when we video taped the student presentations. She had completed all of her work, however, and turned it over to me. At that time I indicated that her study was an interesting one, and if she found time a written report would be greatly appreciated. Since Donna was on a student exchange program and lived in Sweden for part of the summer, she found little time to pursue the additional task pertaining to her study. At the close of the summer, however, I received a letter with the following report enclosed.

A New Look at the Drug Scene: A High School Study

Donna Sills
Oakland Schools Class

Introduction:

Two of the most prevalent problems in today's society are racial issues and drug abuse. It seems natural that a project done for an Oakland County School's class would focus on major problems in today's schools. Both of these issues affect high school students to a great degree. It is normal for students to be concerned over the mental and physical health of their classmates. There is not a student in high school who can help being affected by drug use and abuse. If a student does happen to be in an all-white or all-black school, speculations on the problems of the opposite race are also normal. Ignorance often breeds prejudice and lack of knowledge on the part of either race can easily lead to false judgements of themselves and others.

This study deals with the correlation between drug abuse and lack of involvement in organized activities. It focuses on the similarities between blacks and whites, as well as males and females, in relation to drug use. It attempts to investigate the beginning of drug abuse and where it is most prevalent.

Literature Review:

Ronald A. Cowan, of Oakland Schools, did a rather extensive study on drug use in high schools entitled "High School Pot Heads - How Do They

Stack Up?", published in Occasional Papers. His study was used as a basis for the questions dealing with drugs and their use in this study. It was also used as a model for this finished product.

Research Procedure:

The purposes of this study were: (1) to determine a correlation between lack of involvement in organized activities and drug usage, (2a) to determine a difference between black and white students' frequency of drug usage, (2b) to determine a difference between black and white students' amount of activity involvement, and (3) to determine a difference between male and female frequency of drug usage.

The sample was chosen by randomly selecting, by homeroom, a cross section of grades 10 through 12 in two high schools. Although there were originally to be 600 students tested, due to administrative difficulties, the total number tested was 297, 131 males and 156 females (10 did not indicate sex as directed). Of the total 297, 53 were black and 244 were white. The two high schools chosen were selected for their conflicting racial make-up, in order to determine racial differences. Availability also played a part in this selection.

A two-page questionnaire containing twelve questions was constructed for this study. The first six questions dealt with sex identification and drug use, the last six with degree of involvement in organized activities. Each questionnaire contained a cover sheet reading either "Form 1" or "Form 2."

Form 1 was given to black students and Form 2 to white students. This was done in order to determine race without direct questioning.

Research Findings:

The first step in determining this survey's results was to give each page a point value based on degree of involvement, either in drug usage on page one, or activity support on page two. The points were counted according to the following tables:

Table I

Extent of Drug Usage

Type of drug	number of times used			
	0	1-4	5-19	20↑
marijuana	0 pt.	1 pt.	3 pt.	5 pt.
amphetamines	0 pt.	1 pt.	3 pt.	5 pt.
	number of times used			
	0	1-2	3-5	6 ↑
barbituates	0 pt.	1 pt.	3 pt.	5 pt.
heroin, morphine, codeine	0 pt.	5 pt.	7 pt.	10 pt.
L.S.D., D.M.T., mescaline	0 pt.	1 pt.	3 pt.	5 pt.

As can be seen from Table I, more points were allotted for more medically harmful drugs.

Table II

Extent of Involvement in Organized Activities

Activity	Type of support			
	none	vocal	time	financial
athletics	0 pt.	1 pt.	2 pt.	2 pt.
extra-curricular school club	0 pt.	1 pt.	2 pt.	2 pt.
political group	0 pt.	1 pt.	2 pt.	2 pt.
racial group	0 pt.	1 pt.	2 pt.	2 pt.
religious group	0 pt.	1 pt.	2 pt.	2 pt.
other	0 pt.	1 pt.	2 pt.	2 pt.

As can be seen from Table II, more points were allotted for more extensive involvement.

The first correlation to be determined was between lack of involvement and drug usage. The following table was constructed utilizing the above point system:

Table III

Comparison of Activity Involvement and Drug Use

number of involvement points	number of drug use points				
	0-3	4-6	7-15	16-19	30↑
0-2	90	2	4	6	0
3-5	55	2	7	3	0
6-15	93	9	8	6	0
16	6	0	0	0	0

As can be seen from Table III, the majority of students fell in the low drug usage category, regardless of activity involvement. When this chart was condensed to a 2 x N comparison and evaluated using the Chi squared test, the probability level was reported as no significant difference, or NSD.

The second area of consideration was (a) to determine a difference between black and white students' frequence of drug usage, and (b) to determine a difference between their amount of activity involvement. The following tables were devised for those purposes, again utilizing the point system:

Table IV

Comparison of Black and White Drug Usage

	Number of drug points				
	0-3	4-6	7-15	16-29	30↑
Black	45	2	4	2	0
White	205	10	17	12	0

As can be seen from Table IV, the figures of black and white students in each column was relatively equal; the probability level again, NSD.

Table V

Comparison of Black and White Activity Involvement

	Number of involvement points			
	0-2	3-5	6-15	16↑
Black	20	16	15	2
White	83	49	108	4

As can be seen from Table V, although there is a slight deviation in figures of each race in the involvement columns, this deviation is extremely slight and, using Chi squared, was reported as NSD.

The final area of consideration was to determine a difference between male and female frequency of drug usage. Table VI reveals the similarity in this area between the sexes:

Table VI

Comparison of Male and Female Drug Usage

	Number of drug points				
	0-3	4-6	7-15	16-29	30↑
Male	104	8	14	5	0
Female	137	5	6	8	0

This final table was also reported as NSD.

Conclusions:

As each comparison in this survey was evaluated as no significant difference, many statisticians might declare the study of little value. The author of this study believes, however, that an NSD comparison shows a great deal. On each instance where differences were looked for, NSD comparisons pointed out similarities instead.

Rather than a correlation between lack of activity involvement and drug usage, Table III actually showed that activity involvement had little, if anything, to do with drug usage. Involvement with drugs does not necessarily mean a student will not become involved in organized activities. In today's society, many students are moderate drug users and extremely active in school activities. The effects of some drugs, such as marijuana, should be investigated more thoroughly to see if adverse reactions, such as "withdrawal," do in fact occur, as many people believe.

Table IV's results showed the relatively equal figures of black and white drug users. Table V showed the same relatively equal figures of black and

white activity involvement. Both cases point out the startling similarities between black and white students living in different economical conditions. Just the understanding of black and white students' similarities is something that too few people possess. Drug usage is a universal pastime now among high school students, and parents who blame it on different racial or economic groups are only fooling themselves. Every student today is faced with the drug problem, whether he is active in school or not and regardless of his neighborhood and background. Research in this area needs to be done in all economic and racial situations and all citizens need to be educated as to the facts.

The final area of comparison was that between male and female drug users, and Table VI's NSD results should make the Women's Liberation Movement extremely happy. Girls are now to the point where they are indulging in drug use just as much as guys are and, as in the case of economic background, too many parents don't worry about daughters being involved with drugs as they do about sons.

All of these results simply point to the fact that all students can be equally as exposed to drugs as all others. In the opinion of this study's author, all parents should be equally as educated to the facts regarding drugs and their effects. Parents who refuse to face the fact that it is their children who are experimenting with and learning about drugs are the ones who usually end up with a "generation gap" so large it is impossible for them to cross it. Parents who refuse to discuss or learn about drug use because

they are totally against it, also help to build a bridge between themselves and their children. If so many different types of students from so many backgrounds are involved with drugs, it is definitely a large enough issue for parents to research and get educated to the facts. If they refuse and wish to remain blind, they have no one to blame but themselves and the problem is theirs.

SAMPLE INSTRUCTION SHEET FOR TEACHERS

To the Teacher

Please hand Form I to White students and Form II to Black students. Would you leave them in the main office in the box provided at the end of the day.

Thank you for your cooperation and assistance. I would appreciate any comments you would like to make that might improve the questionnaire or method.

To Be Read To the Students

These questionnaires are for student research purposes. Individual students and classrooms will be held absolutely anonymous, so please fill these out as carefully as you can and do not talk with anyone or compare answers.

Thank you. The teacher will collect them when you have finished.

SURVEY

1. Sex: male ( ) female ( )

2. On how many different occasions have you used marijuana (pot-grass) for other than medical reasons?

( ) none
( ) 1 - 4
( ) 5 - 19
( ) 20 or more times

3. On how many different occasions have you used Amphetamines (bennies, speed, dexies, pep pills, cocaine) for other than medical reasons?

( ) none
( ) 1 - 4
( ) 5 - 19
( ) 20 or more times

4. On how many different occasions have you used Barbituates (yellow jacket, blue devils) for other than medical reasons?

( ) none
( ) 1 - 4
( ) 3 - 5
( ) 6 or more times

5. On how many different occasions have you used Heroin, Morphine, Codeine for other than medical reasons?

( ) none
( ) 1 - 2
( ) 3 - 5
( ) 6 or more times

6. On how many different occasions have you used L.S.D., D.M.T., and Mescaline for other than medical reasons?

( ) none
( ) 1 - 2
( ) 3 - 5
( ) 6 or more times

Do you support any of the following groups? If so, check extent of support.

	No	Vocal Support	Time Support	Financial Support
7. Athletics				
8. Extra-curricular school club (other than athletics)				
9. Political group				
10. Racial group (organized and sponsored by a particular race or ethnic group)				
11. Religious group				
12. Other outside of school group (not including any of the above)				

III. Community Concerns Class: Evaluations

The committee of students and teachers meeting at Oakland Schools in February, 1969, had decided that "the initial class would constitute a pilot program to determine the feasibility of an interdistrict classroom designed to explore social problems of student concern." How does one determine if a program is feasible? Establishing guidelines for appraising a class of this nature necessitates consideration of many variables.

One of the obvious grounds of evaluation is to determine if we have met our particular objectives. The level of acceptable performance may vary from district to district, so I have attempted to include what specifically the students have done or said, avoiding value judgments when possible. Although class projects are of prime importance in assessing the attainment of our objectives, the students were also asked to complete a written evaluation. Part I of the form attempts to assess their knowledge of research terms, procedures, and skills.

Part II was designed so the students would have an opportunity to appraise us and the program. The coordinating teachers were also requested to assess the class to provide a perspective from the role of instructor, consumer, and liaison. Finally, there are those variables perceived from the perspective of the instructor-director, but those are considered in the fourth section of this report with recommendations.

Accordingly, this section of the report is comprised of four divisions:

A. Behavioral Achievements

B. Student Content Comprehension

C. Student Class Evaluations

D. Coordinating Teacher Evaluations

A. Behavioral Achievements

As teachers forced to meet daily schedules and deadlines, we seldom have the opportunity to evaluate ourselves or our students by any other device than an "objective test." Even when we use that form, we can't always compare our class results with a control group nor pursue item analysis with the aid of a computer. Without the time or the desire we seldom examine other avenues of evaluation.

In an attempt to explore another alternative to evaluation, an instrument was designed (p. 78) listing the specific objectives with which we began. Using these for each team or individual as represented on pp. 17-72, conclusions were drawn relative to the objectives using all the student work and/or discussions. Chart I lists the objectives, gives reference to how each was taught, how each could be evaluated and conclusions (pp. 83-84).

A grading system was avoided. Rather than evaluate each on an A through E scale, an assessment was made to determine whether or not we succeeded with a particular objective. The first column was checked if the criterion was met, the third column if it was not, and the second if information was inclusive.

The criterion for each objective is as follows:

1. Defines social problem: Did at any time the individual, alone or of a team, explain, write, discuss the four criteria we had established which constituted a social problem, i.e., (1) affects a significant number of people, (2) in ways considered undesirable, (3) about which it is felt something can be done, and (4) through collective social action.

2. Identifies social problem: Does the subject matter under study constitute a social issue today or a pertinent part of a specific social concern according to that definition.

3. Analyzes written materials: Does student identify specific propaganda techniques for a given news article or ask questions which considers variables omitted in a news item that may have influenced conclusions.

4. Constructs testable hypotheses: Are they in a form which can be measured whether a particular outcome is expected or a query in the form of "I wonder if. . ."

5. Develops instrument for data: Does the data gathering device contain items which will yield information for the hypotheses; it may contain more than immediately necessary or used.

6. Selects population: Will the sampling be done with a group which will yield information pertaining to hypotheses offered.

7. Defines random sampling: Did at any time the individual, alone or of a team, explain, write, or discuss that in random sampling everyone of a given population has an equal chance of being selected.

8. Uses random sampling: Does the procedure used to obtain subjects for study reflect a random selection.

9. Administers data gathering device: Does the student do it efficiently or does he adequately instruct others to do so, e.g., to avoid volunteers, etc.

10. Defines correlation: At any time does the individual, alone or of a team, write or discuss that correlation is a process of examining combinations of variables to determine if there is a degree of relationship.

11. Tabulates results: Designs a chart and accurately enters figures which tally results from surveys in appropriate cells, i.e.:

	Yes	No
Male		
Female		

12. Enters data into computer: Punches correct keys on Olivetti Computer to compute Chi squared (X^2) or t-test.

13. Explains probability: At any time does the individual, alone or of a team, write or discuss that probability suggests the statistical level of confidence he can place in his findings as compared to chance; i.e., $p < .05$ or $p > .10$, etc.

14. Explains Chi squared (X^2): At any time does the individual, alone or of a team, write or discuss that Chi squared is a statistical test to examine the degree of difference between what would happen in a given situation due to chance and what actually happened.

15. Interprets statistical results: Does the student, alone or of a team, write or discuss his findings based on a particular level of confidence, i.e., $p < .05$, and state that consequently his hypotheses are confirmed, rejected, or show trends of partial support.

16. Presents findings: The student, alone or of a team, shares in some format as the content of his study, e.g., hypotheses, research design, findings, statistical significance, and conclusions.

The evaluation sheet was used for each study, not for each individual. Assessment on an individual basis was made in part B of this report. Here, the desire was to assess, whether working alone or in a combined effort, if the specific objectives could be met or not. Nine studies, reported in Section II, pp. 17-72, were attempted. Three students worked alone; four groups had co-authors; one group had three students, and one had five.

If an objective was met, one point was added; if it was not, one point was subtracted. A total positive score of sixteen (16) was possible, as was a total negative score of minus sixteen (-16). The total distribution of scores included: 5, 6, 7, 10, 10, 14, 16, 16, 16. A cursory observation would suggest we succeeded completely with only three studies, but let us examine more carefully.

Assessment of Specific Objectives

_____
Individual or Team

	1	2	3
1. Defines a social problem	___	___	___
2. Identifies a social problem	___	___	___
3. Analyzes written materials	___	___	___
4. Constructs testable hypotheses	___	___	___
5. Develops instrument for data	___	___	___
6. Selects suitable population	___	___	___
7. Defines random sampling	___	___	___
8. Uses random sampling for study	___	___	___
9. Administers instrument proficiently	___	___	___
10. Defines correlation	___	___	___
11. Tabulates results	___	___	___
12. Enters data into computer	___	___	___
13. Explains probability	___	___	___
14. Explains Chi squared (X^2)	___	___	___
15. Interprets statistical results	___	___	___
16. Presents findings	___	___	___

Total _____

Chart Ia provides the numbers corresponding to the sixteen specific objectives measured.* The number of cases for each objective which was met is in row one, for which there is insufficient information in row two, and which was not met in row three.

Chart Ia

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	4	9	6	7	8	8	6	7	7	5	6	6	5	4	5	9
2	4	-	3	2	1	1	3	2	2	4	3	3	4	4	4	-
3	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-

Of those who scored sixteen, and therefore total success, it can be said:

1. There is no correlation with size of group and total success; i.e., one student working alone attained all the objectives as did one group of two and one of five students.

2. There is no correlation with grade level and total success; i.e., one group of ninth graders and one group composed of eleventh and twelfth graders met all the objectives.

On two occasions we failed; one group hadn't defined social problems and another hadn't explained Chi squared test. More is required of us in these areas and suggestions are included in the recommendations.

However, how do we account for all the inconclusive evidence as recorded in row two of Chart Ia? In an attempt to ascertain a reasonable reply to our basic queries, i.e., Is a repeated venture of Community Concerns Class feasible? or Can students do field research?, let us isolate a few variables.

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*For list refer to p. 78.

It is readily acknowledged that more work is needed in the area of definitions and terminology, as evidenced by both this evaluation and Part I of the post-test, if we want total objective attainment. To determine what else may be required let us eliminate definitions and examine only those objectives which reflect direct research application, i.e., numbers 2, 4, 5, 6, 8, 9, 11, 12, 15, 16. There is some evidence that students can apply concepts even though they can't define them, which lends credence to our exercise.

Chart Ib provides information for only those objectives reflecting application.

Chart Ib

	2	4	5	6	8	9	11	12	15	16
1	9	7	8	8	7	7	6	6	5	9
2	-	2	1	1	2	2	3	3	4	-
3	-	-	-	-	-	-	-	-	-	-

Again, how do we account for the inconclusive evidence? Three possible answers present themselves:

1. Students were not required to take the final post-test nor to hand in class assignments.

That accounts for some lack of information and can be altered when the class is repeated by requiring at least a pre-test and a post-test.

2. Some students chose an alternative modus operandi to that which was being evaluated.

Two studies were done by an approach that is equally legitimate to the sort of scientific field research which was encouraged by the instructor. That, too, can be altered by requiring everyone to follow identical modes of operation. Frankly, I prefer to let them work in the way they choose and to examine alternative ways of evaluating them. Presently, let us be content to determine how our evaluation is affected if we eliminate from our data those two alternative approaches. The results are shown in Chart Ic for those objectives which reflect direct research application and exclude data based on alternate approaches.

Chart Ic

	2	4	5	6	8	9	11	12	15	16
1	7	7	7	7	7	6	6	6	5	7
2	-	-	-	-	-	1	1	1	2	-
3	-	-	-	-	-	-	-	-	-	-

Notice that row two, insufficient information, is now reduced and applies only to objectives 9, 11, 12, and 15. Item 9 is the administration of a data gathering device. If one does not achieve 9, he cannot attain 11, 12, or 15. Since everyone was asked to report their work to the class on the final day, whether or not they had finished, all met the final objective of sharing the research procedure (item 16) and conclusions as of then. I submit that the third reason for the insufficient evidence remaining is:

3. There was not enough time for all the students to complete their work.

If you will examine the student evaluations, they concur. We met only fourteen times. I suggest that given a full eighteen week semester, which is an extra four weeks for Community Concerns Class, all objectives dealing with direct application of research skills would have been met. Students, grades nine through twelve, can do field research.

CHART I

Specific Objectives	How Taught (Class Outline)	How Evaluated	Conclusions
1. Define social problem	Session One, Parts III & IV, p. 10 Session Two, Part I, p. 10	Assignment, Session One, IV, p. 10 Evaluation, Part I, #1, see p. 91	Partial success Need improved teaching method and more student information.
2. Identify social problem	Same as above Session Six, I, p. 13	Assignment, Session One, III, p. 10 - Assignment Session Four, IV, p. 13 Class Pres., pp. 17-72	Complete success
3. Analyze written materials	Session Three, Parts II & III, p. 11 Session Four, Parts II & III, p. 12	Assignment, Session Three, IV, p. 12 - Assignment, Session Four, II, p. 12 Eval., Part I, #12, see p. 93	Mostly successful, need more student information
4. Construct testable hypothesis	Session Four, III, p. 12; Assignment B, p. 13 Session Five, II, p. 13 Session Six, II, p. 14	Assignment Session Four, IV, D, p. 13 - Class Pres., pp. 17-44 - Evaluation, Part I, #16, see p. 95	Mostly successful Some students chose another direction.
5. Develop instrument for data	Session Two, Part II & III, p. 10 - Session Three, Part III B, p. 12. - Session Five, III - Session Six, V B, p. 14	Assignment Session Five, V B, p. 13 - Class Disc., Six, I, p. 13 - Class Projects, pp. 17-72	Almost total success with exception of students operating without
6. Select population	Session Six, I, p. 13 Session Ten, II, p. 15	Class Discussions/Team Work Class Presentations, pp. 17-72	Same as above, No. 4.
7. Define random sampling	Session Six, III, p. 14	Evaluation, Part I, #5, see p. 92	Partial success Need more student information
8. Use random sampling	Session Seven, II, p. 14 Session Ten, II, p. 15	Assignment, Session Seven, III B, p. 14 Class Presentation, pp. 17-72	Same as No. 4
9. Administer data instrument	Various Class Discussions See sample handout, p. 162	Pilot & Final Projects in Schools; None were observed in action; they were on their own	Partial success Some needed more time-others chose not to

CHART I (Continued)

Specific Objectives	How Taught (Class Outline)	How Evaluated	Conclusions
10. Define correlations	Session Nine, I B, p. 15	Evaluation, Part I, #8, see p. 92	Some success Need more student information
11. Tabulate results	Session Four III B, p. 12 Session Five, III B, p. 13 Session Nine, I, p. 15	Session Five, III B, p. 13 Class Presentations, pp. 14-72	Partial success Some needed time - others chose not to
12. Enter data into computer	Session Five, III C, p. 13 By individuals as data gathered	By individuals as data gathered Class Presentations, pp. 14-72	same as 11
13. Explain probability	Session Five, III & IV, p. 13	Evaluation, Part I, #7, see p. 92	same as 1
14. Explain Chi squared	Session Five, III D & IV, p. 13 Session Seven, I, p. 14	Evaluation, Part I, #9, see p. 92	same as 1
15. Interpret statistical results	Session Five, III D, p. 13	Various Class Discussions: Eleven-Fourteen Class Presentations, pp. 14-72	same as 11
16. Present findings	Session Two, Part II, p. 10 (Audio-slide) - Session Three, Part II, p. 11 (paper) Session Four, III B, p. 12 (oral & paper)	Class presentations, Session Fourteen, Video taped	Complete success

B. Student Content Comprehension

There were twenty-two (22) students, and we used all of our class sessions for student projects. The written evaluation form is very extensive. Therefore, the students were requested to take them home and fill them out as completely as possible without talking to anyone concerning their responses. One student returned the form. A mailing was then sent to the other students with a letter of explanation, (see p. 164), evaluation form, and self-addressed, stamped envelope. Ten students completed and returned them.

Since the forms which were not returned may have influenced the evaluations, the conclusions derived must be tentative at best. However, that does not dismiss the validity of those which we have. An attempt was made to phrase questions so that the students were not led to answer any given way. Any statement made is volunteered, with no suggested response included in the form, rendering, I believe, weight to the validity of the responses.

Without a pretest there was no way to assess what the students had gained from this class as measured by an evaluation form. But a control group could serve as a basis of comparison. Traveling again to each of the local districts, I tried to contact all the coordinating teachers. The five contacted were asked to select students as if a similar class was being offered in the fall and have them complete the evaluation form as a pretest.

The teachers were told that the results would be compared to the present students. The only difference in the form pertained to the second section; they were asked to think about their "favorite class or teacher" as they answered the questions.

Only six forms were returned, and I was told since they were going to be compared with their present enrollees better students were chosen as controls. Six is a small number, and they were not randomly selected. Obviously, the inclusion of their results for comparison is not based on a commitment of their statistical stature. They are included because they offer (1) some insight into what happened in Community Concerns Class, and (2) a record of procedure for possible future use.

The test questions appear on pages 91-95. Prior to correcting student papers, tentative answers were submitted to a colleague to check for accuracy in interpretation. On questions 13, 14, and 15, we analyzed the news article independently and compared responses. With practically total agreement, those became the "acceptable answers" and are included with the questions. There was, of course, some flexibility in the actual grading, i.e., identical wording was not necessary and valid points suggested by students which we had not considered were counted.

The questions are different in character. Upon reading them several times, three categories were derived, a posteriori: (1) questions which are definitional, (2) those asking for an awareness, some understanding of the

use of information, and (3) those seeking direct application of research knowledge or skills. The emphasis in class was definitely on the latter, the least weight being attached to definitions. Therefore, definitional questions were given one point if correct; questions of awareness were assigned two points; and those which sought direct application were weighted three points.

The categories were explained to an associate, and working independently we determined which questions seemed appropriate for each category. Total agreement was reached, even on the overlapping of items. Items of definition include: 1, 4, 5, 7, 8, and 9. There are six such items, one point apiece, six possible points on those questions. Items dealing with awareness include: 2, 3, 4, 6, 7, 10, and 11 (seven items, two points each, fourteen possible points). Questions seeking application include items: 13, 14, 15, and a, b, and c of 16 (six items, three points each, eighteen possible points). The total possible score is thirty-eight (38). The criteria and point assignment are recorded in the left column with the answers.

As a further check on the reliability of the criteria, after the tests were graded, a colleague was asked to grade sample questions without seeing the previous score assignment. Our total scores varied by only two points.

The total distribution of scores for Community Concerns students was: 17, 20, 22, 22.5, 23, 25.5, 28, 28, 31, 31.75, 32. For the control group: 7, 7.75, 8.25, 15.75. If the evaluation form is accepted as a valid instrument and the comparison of small numbers from both groups without a

pretest is accepted as indicative of differences due in large part to Community Concerns experience, then we can conclude that statistically significant learning took place. Chart II provides information on both the experimental group (E is Community Concerns) and the control group (C) for each division of the test and the total individual scores.

Chart II*

Category		Mean	t=	Significance
A. Definitions	E	9.3	8.6894	$p < .01$
	C	1.6		
B. Awareness	E	13.9	5.2842	$p < .01$
	C	1.8		
C. Application	E	12.0	3.2392	$p < .01$
	C	5.75		
TOTAL SCORES	E	25.5	5.6105	$p < .01$
	C	9.7		

A t-test, which is a statistical procedure to determine whether the difference between two means is significant, suggests that each part of the evaluation yields significant differences ($p < .01$) between the two groups as does the total score comparison. The separate categories were analyzed to determine whether the difference noted for the total student scores was due to greater knowledge for any one part of the test, e.g., did the Community Concerns students simply know definitions better than the control students with no real differences on the rest of the test? As you can

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*The means for the total reflect the average for all the students; whereas, the means per part A, B, and C reflect the average per item category. Therefore, the total of these means will not equal the total means of the students.

see the differences occur, significant at $p < .01$, for each section of the evaluation rather than for any one alone.

It was felt item analysis, a comparison of the means of the experimental and control groups on each test item, would yield important information. Chart III is provided for your use and convenience. Column one contains the item number and a brief label describing what was being questioned. The means, t-test results, and levels of significance are included with a terse comment of interpretation.

Evidence on the items suggests that for questions 4, 5, 6, and 7 a pretest would be advantageous. Little or no class time would have to be spent on these items; a programmed learning device might provide quick review or educate those who did not know. The no significant difference for item 10 (compute X^2) is not surprising. Some federally granted institutes for training teachers in research have concluded that they want to spend less time on statistics.* Item 9 demonstrates that the experimental group knows what Chi squared (X^2) does; we can let the computer handle item 10.

There is little doubt that a comparison, based on the forms which we have, demonstrates very significant learning for Community Concerns students.

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*Institute for Training Local District Research Workers, Final Report (Gainesville, Florida: Florida University, 1967), and Kentucky Research Foundation, Special Institute for Training Research Utilization Specialists for Local High School Systems, Final Report (Lexington, Kentucky: Kentucky Research Foundation, 1966).

CHART III

Item Analysis

Item	*	Mean	t=	Significance	Interpretation
1. social problem	E	.8	3.1061	$p < .01$	Definitional; one expects significant difference
	C	.19			
2. research steps	E	1.68	3.7272	$p < .01$	Not necessarily expected; one would anticipate less difference with present thrust in "scientific approach"
	C	.75			
3. unstructured observation	E	1.41	4.1441	$p < .01$	Pertains to discipline; expect difference
	C	0			
4. structured interview	E	1.9	1.1012	$p > .01$ NSD	Expected a difference; control group evidently analyzed the terms in context of test
	C	1.25			
5. random selection	E	1.	---	NSD	Expected some difference; evidently covering in science
	C	.9			
6. why random selection	E	1.8	2.1282	$p > .05$ NSD	Same as 5, but expected greater difference in application query; trend is to difference
	C	1.			
7. probability and use	E	1.5	1.2988	$p > .10$ NSD	Again, expected a difference; answers by control reflected studies in science on hereditary trends, genes, chromosomes
	C	1.			
8. correlation	E	.8	.7398	$p < .01$	Definitional; one expects significant difference
	C	0			
9. Chi squared	E	.67	2.6462	$p < .02$	Same as 8
	C	0			
10. compute X^2	E	.55	1.1402	$p > .10$ NSD	Included in test for better students; results when compared with control, NSD; only 3 students for E answered
	C	0			
11. data gathering methods	E	1.55	2.4245	$p < .05$	Although one might expect little difference, for same reason as 2 above, E group was exposed to interdisciplinary approaches; therefore, difference was hoped for. . .
	C	.88			
12. news analysis	E	5.	2.3549	$p < .05$	Expected the difference even though news reading may be part of classroom experience in English or social studies
	C	2.			
16. research design	E	7.	2.2338	$p < .05$	Expected when one considers experience of E group with own research
	C	3.75			

*E represents Experimental group (Community Concerns students), C represents Control group.

Form I

Write as much as you can pertaining to each question. There is no time limit.

Acceptable Answers

1. What is a social problem?

(1)

(1/4 point per part)

A social problem is a condition which:

1. affects a significant number of people
2. in ways considered undesirable
3. about which it is felt something can be done
4. through collective behavior.

2. If you were going to do research in your own community on something of interest to you, what steps would you take?

(2)

(1/2 point per part - at least 4 steps for total)

1. Find out what we already know.
2. Form hypotheses.
3. Obtain or draw up instrument to measure.
4. Plan how to get information (research design).
5. Obtain information.
6. Tabulate and analyze.
7. Interpret and draw conclusions.

3. What are some things that you should consider when gathering information through an unstructured observation?

(2)

(1/2 point per part - at least 4 points listed for total)

1. Partner.
2. View and write independently.
3. Pick spot not too busy or obstrusive.
4. Agree on subject.
5. Write down enough to tell what you've seen objectively.
6. Go over report after and add or edit.
7. Draw conclusions.
8. Compare with partner after all else complete.

4. What is a structured interview and why would you take one?

(1) 1. An interview where I have already drawn up questions with suggested (or limited) responses.

(2) 2. Provides a basis of comparison with others interviewed, and also provides opportunity to pursue responses when desired.

(can score 3 points if both parts answered)

(Limit your topic - easier to tabulate.)

5. What does random selection mean?

(1) Everyone in a given population has an equal chance of being selected.

6. Why do we use random selection in gathering data for research?

(2) It is usually impossible to sample an entire population. If we select randomly, we can project our conclusions about the few we sample to the total population.

(Some interpret this questio as after objectivity.)

7. What does probability mean when used in reference to statistics?

(1)
(2) All things being equal, we say we will obtain a certain number or answer, etc., strictly by chance. We can then ask what level of confidence do we have that our data is not due to chance alone.

(can score 3 points if both parts included)

(If they omit explanation of chance and write only about the validity of responses due to chance - 3 points)

8. What is a correlation?

(1) When two variables are viewed as having some relationship one to the other.

9. What does a X^2 (chi squared) test tell us?

(1) The degree of difference between what would happen in a given situation due to chance and what actually happened, and whether or not that difference is statistically significant.

10. How do we find (or compute) X^2?

(2) $X^2 = \frac{(f_o - f_e)^2}{f_e}$ OR By tabulating our findings so that they are in a 2 x 2 or 2 x n table and running those figures from each cell into the computer. With the degree of frequency, check the X^2 for significance.

(either way acceptable)

	Yes	No
Male	A_1	B_1
Female	B_2	B_2

11. Tell me all the ways you can think of for gathering data for research purposes.

(Students could give several ways which were all from written materials. Full credit should be given only when samples from other methods are included.)

(2) A. Written materials
   1. news
   2. books (both primary and secondary)
   3. research reports (usually primary)
   4. statistics (almanac, etc.)

(1/2 point per part - category A, B, C, D.)

B. Observation and annotate
   1. structured (staged)
   2. unstructured

C. Survey
   1. oral interview (structured or open)
   2. written

D. Audio-visual (participant or nonparticipant)
   1. tape record
   2. video tape
   3. movie
   4. slides...

12. Read the following news article and answer the questions which follow.

13. **What questions would you raise concerning the article?**

(3) (It may be difficult to determine what are the right kind of questions. A criterion might be that questions raised have considered a variable which might influence the report or conclusion but which have been omitted from it.)

i.e. What was the % increase in the police force for same period?
Was there some improved way to collect and record crime information (administrative changes).
(at least 3 questions) Was there any change in definitions or categorizations of different crimes that could have influenced the figures?
Who is Louis Cassels? What axe is he grinding?
What precisely are the "anticrime requests"? Are they constitutional?
What are the basis of comparison for the figures used?

14. **Do you see any use of propaganda techniques? Explain.**

(3) The article is accusatorial. "Nixon's... inability to curb crime."
"Instead of reduction... which Nixon pledged..."
Nixon blamed Congress for "disgraceful situation."
"most serious short fall..."

(at least 3 propaganda references) Card stacking... one-sided reporting of facts for D. C.
don't know increase in force, population, definition changes, etc....

Playing on emotions with insertion of junior high incident...
no details given.

Can't verify things like "cross proportions," "gravity of the situation," "administration has been embarrassed..."
"hard pressed...police force."

15. **What things do we know for sure having read this article?**

(3) Very little.

Reported incidents of crime higher, substantive rise we don't know.
IF we can accept Cassel's figures: 250 White House police
3850 police in D. C.

16. Assume that you are interested in doing research on pollution on some kind in your community. (a) What are some possible hypotheses you would make? (b) How would you gather data to check your hypotheses? (c) When would you be sure that your hypotheses are confirmed?

(3) (A) 1. There will be a higher concentration of particulate matter one-half mile from a factory (no others being around) than two miles from that factory.

2. There will be a higher concentration of solid waste in water one-half mile downstream from the sewage disposal plant than one-half mile upstream.

(3) (B) 1. Obtain equipment from pollution control and measure particulate matter from air samples one-half mile and two miles in at least eight different directions from the factory within a two hour period in the p.m. on an otherwise clear day noting wind direction and felocity.

(If they do one correctly all the way, 9 points.)

2. Obtain water samples from areas one-half mile downstream and two miles upstream on the same day within an hour's time.

(3) (C) 1. When difference between the concentration within one-half mile is significantly greater, in any one of the given directions, than the concentration at the two mile distance.

2. When there is a significant difference between the two or more, water samples observed downstream with those observed upstream.

(38 total possible points)

C. Student Class Evaluations

A compilation of student responses to the second part of their evaluation is included (pp. 100-105); therefore, it does not seem necessary to repeat all of the quantitative information. I have attempted more of an abstraction of the qualitative aspects from the replies and a comparison with those of the control group. Notice, for example, that the overall responses of the Community Concerns students are more analytical and specific.

It is important that the students felt we met our objectives, but even more important that they reinforced them by asking for more help in computer analysis, interpretation of results, creative presentation approaches, and interviewing guidance. They are not frightened by the demands of research; they want to improve their skills.

As to the educational value and benefit, both groups mention those things they learned which speak to the knowledge of particular disciplines, i.e., how government works, themes of literature, and research methods. But only Community Concerns students noted more involvement in their community and immediate practical application of analytical skills.

Examine item responses 2 and 3. At first it is flattering to hear, "I think I learned more in this one class than all my other classes combined." But new dimensions seem to be included when a college bound senior adds, "and a solid basis for the hope that the educational system will really be

able to foster learning." This is not simply an underwriting of our endeavors here. It is an indictment. Add to those two statements, which were echoed by others, the response offered about a teacher refusing to help a student "when class is over" (item 5), and we have a specific allusion to the institutional organization. In most schools, there is not enough time between classes to pursue questions; like Pavlov's dogs, we are conditioned to turn on and off with a bell.

Items 4, 5, and 6 were simply to discover if we had offered enough support in class so they would feel secure upon entering their communities. It is apparent that we need to give more guidance in interviewing techniques.

Most of the students in Community Concerns felt their local districts supported their efforts (item 10). It is significant that a minimum of effort was viewed as support; teachers "asked how the class was going." Look at the responses of the control group. Do we need the aura of a pilot project to inquire about student progress?

The replies also tell us that to run a class such as ours, a great deal of extra cooperation is needed from other teachers and administrators. Check the responses for a few of the ways they were helpful.

Are grades incentives? Although the students were given blanket A's, the class was viewed as a "challenge" or "comfortable learning situation." Responses to items 7, 8, and 9 indicate, for the most part, that field research

is difficult but interesting and fun. With a subject that could be so deadly, and grades eliminated as a control variable, the students have set their own standards of excellence. Compare the responses of both groups.

The comparison is especially revealing on items 11 and 12 - strengths and weaknesses. Rather than "open discussions" and no "repetition of homework," we hear of strengths which include "the variety of students" (54%) and "the chance to work on our own at our own pace." Certainly the "informality and freedom" and "teacher/student set up" which gave them control over class direction and mobility within their communities is not indigenous to research. No single disciple has a corner on such an approach and sixty-three per cent (63%) of the students mentioned the "free atmosphere" as an important variable. However, fifty-four per cent (54%) do want more discussion between schools and ninety per cent (90%) want more time!

All the students responded favorably to the interdistrict approach. As one student expressed:

> "Just the fact that the students were different ages, from different environments, different races, and voiced different opinions was beneficial. Many times they helped to view both sides of a question or brought up a facet that I had never seen."

It seemed to me that we had a class different in character than most. Usually, once through a course, there is little point in repeating it. However, in a class of this nature, one might want to repeat in order to improve research skills or once they are acquired to be free to apply them to discover

more about what he, as a student, chooses. One hundred per cent (100%) of the students expressed a desire to repeat the class, which speaks to its relevance for them.

COMPILATION OF STUDENTS' EVALUATIONS*

Item	Community Concerns Class	Control Group
1. objectives met?	Yes 11 No 0 However, needed more "computer analysis to interpret results" "creative possibilities we might have used in presentations," and interviewing techniques, "we learned to use tools necessary for research. . . but more important. . . we didn't stop in the classroom; we were able and encouraged to go out and use these tools."	Yes 5 No 1 (favorite classes included: 2 social studies, 1 mathematics, 1 science, 1 English, 1 ?)
2. Did you find the class educational?	Yes 11 No 0 "not only. . . in the area of field research but in new teaching aids and techniques." "learned things a lot from each other. It wasn't a structured teacher/student type - everyone took part" "I think I learned more in this one class than all my other classes combined. It is always something you can use later on. . . It tended to get us more involved in our community and more aware of things." "much more so than a regular class at school"	Yes 6 No 0 "Yes, but sometimes it gets boring and systematic." "Learned very much about our government and how it works." "while teaching the students basic literature it gave them many different philosophies. . ."
3. In what ways do you think it will be of benefit to you?	"in college" "getting to know people of different backgrounds and experience" "I think I've become more critical of what the news media says and more critical of how I react to things. . . whether I have facts to substantiate my opinions." "I can now get out and gather information in an effective way" "already applied it to my school work" "know about propaganda techniques"	"help one see the many opinions of men throughout the world and help one arrive at many conclusions about life." "I know in detail how the laws are made, presidents empeached, etc."

*Omitted repetitious comments.

STUDENTS' EVALUATIONS (Continued)

Item	Community Concerns Class	Control Group
3. (Cont.)	"A new understanding of research and methods of gaining information and a solid basis for the hope that the educational system will really be able to foster learning." "I'm glad we spent some time on statistics and the way they can be twisted - I find myself much more aware of loopholes in articles, etc." "The class has given me a more objective view of written materials; a good education in the area of practical field research... learned much about getting students interested and involved...; quite a bit about different types of people..."	"I know why many things are the way they are." "If I decide to be a vet, it will be a great assistance to me...helped me understand about some of the things around me." "yes"
4. Did you ever feel you were asked to do something for which you were not prepared?	Yes 2 No 9 "When I first attempted to make up a survey..." "No, except making the choice of topics was tough..." "Only the interviews."	Yes 2 NO 4 "homework when it was not explained" "quizzes, but that was my fault."
5. Did you at any time feel you could not ask for help from your teacher? If so, when?	Yes 0 No 11 "assistance at all times - even when not asked" "there was always someone to help you" "I did in the beginning but after awhile it was easier."	Yes 2 NO 4 "Yes, when the class is over or when the teacher refused to answer any more questions." "when the teacher gets mad." "No, she always had time."

STUDENTS' EVALUATIONS (Continued)

Item	Community Concerns Class	Control Group
6. Did you ever ask for help and not receive it. . . ?	Yes 1 No 10 "I would have liked much more guidance from someone. . . hard to dig up sources of information." "Never"	Yes 2 No 4 "Never, she always attempted to help" "Yes, when the teacher gets real mad about some people always talking" "Yes, when she refuses to answer any more questions."
7. Was the class too hard or too easy?	"challenge" 3* "a welcome one" "just right" 7 "It was challenging, but it was interesting and when you finished you felt like you accomplished something worthwhile." "difficult but needed to be" "very comfortable learning situation" "neither. . . we would have made it too hard or too easy - but it was too short." "The class made me feel more independent as a student."	"challenge" 1 "just right" 3 "depended on the topic" 1 "too easy" 1 "difficult enough to keep it interesting and stimulating." "easy enough to get a B, but not easy enough to get an A."
8. Do you think field research is easy or hard?	"easy" 1 ; "hard" 4 ; "depends" 5 ; no response 1 "depends on situation or form of research" "I think it is a lot of long, hard hours of work that can be interesting and fun." "It is neither, it is enjoyable." "difficult to really perfect"	"easy" 1 ; "hard" 1 ; "depends" 2 no response 2 "If you are interested in the topic of research it doesn't matter how hard or easy. . ."

* 3 indicates number of students who responded in like manner.

STUDENTS' EVALUATIONS (Continued)

Item	Community Concerns Class	Control Group
8. (Cont.)	"Hard. So many paople hassle you, and those who should know things don't." "not a question of easy or hard, but of learning the right tools and how to use them..."	"easy if you start early..."
9. Can field research be fun?	Yes 11 No 0 "...and very interesting." 4	Yes 4 No ___ N.R. 1 "...if you like the topic you're researching" "It's interesting. There's a lot to learn." "never have done any"
10. Do you feel your local school was supportive of your efforts in the class?	Yes 9 No 2 "Yes, they were extremely interested in this class" "Teachers let us out for our class and always asked how it was coming...the school and teachers were cooperative in both running the surveys and letting us out of class." "At times it wasn't...from the reactions of some of the teachers and their attitudes it was difficult in keeping my composure so that my project would be successful." "Often asked how the class was going." "Administration was very helpful in setting up meetings to inform faculty..." "let us present an oral presentation..." "advisor offered time, materials, or transportation..."	Yes 2 No 2 N.R. 2 "no, you are stuck with dumb kids who don't want to work" "the school never had much to do with effort in the class except house it and keep the teacher paid." "Yes. There was help studying..encouraged to do work on my own."

STUDENTS' EVALUATIONS (Continued)

Item	Community Concerns Class	Control Group
11. What do you think were some of the strengths of this class?	"its informality and freedom" 7 "the variety of students" 6 "teacher/student set up" "being able to get out of that building - our school - don't underestimate this"! "the facilities available" 5 "learning to evaluate news articles...observe objectively... to survey..." 3 "The subject matter pertained to what was happening now. The chance to work on our own at our own pace and what we were interested in." "new ways of learning"	"being able to have open discussion and you graded your own test..." "there was always work to be done" "wasn't any repetition of homework" "in labs we were able to see many of the things we talked about"
12. What were some weaknesses?	"not enough time" 9 "perhaps if a year were given" 2 "more discussion among groups" 5 "I don't think enough emphasis was placed on interviewing and getting out and speaking to people." "I could find none." "the students who took advantage of it."	"don't like to do dumb work" "There wasn't enough time to cover all the topics..." "Sometimes there was too much stress on memorization." 2 "We had a poor student teacher for six weeks"!
13. Did the class surpass, meet, or fall short of your expectations?	"My expectations of this class were very much different... I learned that there is much more to social problems than solving them. Things like learning what and where they are. I think I learned more than I ever expected..."	"It met them - I expected the results I got."

STUDENTS' EVALUATIONS (Continued)

Item	Community Concerns Class	Control Group
13. (Cont.)	"Can't really remember what I expected. I was not disappointed..." "I really wanted to learn more about and from the other kids in our group. The set-up that we had was the way to learn." "thought we would go to the community more" "I was enthusiastic to start and am still very enthusiastic." "In one respect it fell short...told that it would be mainly a 'talk session' to express different views...done by traveling to different schools." "Only in the end was I disappointed...really wanted to present our paper." "I wasn't expecting the 'freedom' we had and I think it surpassed all my expectations." "Quite honestly I had no expectations that I can remember. It was one of the most scintilating classes in my educational career."	"surpassed my expectations. I expected it to be very boring and many lectures." "I went in feeling that I knew most of it and it was going to be a breeze but I didn't and I learned." "I did not expect anything." "fell short, we never went as far as I hoped"
14. Would you take the class again knowing what you know now?	Yes 11 No 0 "Definitely" "It was a great experience!" "More so than before...."	Yes 3 No 3 "I felt it was an interesting class and very worthwhile." "No, but I plan to go on in this kind of study..." "No, it would be a repeat." "...informative, interesting, useful, very enlightening." "Yes, ...if we could cover different topics with the same teacher." "No, it would be a waste of time to take the same class twice...boring."

D. Coordinating Teacher's Evaluations

Of the six coordinating teachers, four returned evaluations. Two had attended class at lease once and two had not. When asked what they felt we were attempting in this experimental project, they all stated something comparable to training in research methodology for examining social concerns. Three felt we had accomplished this; one felt unqualified to judge.

Two problems they sensed were transportation and lack of communication between coordinating teachers and the students. The amount of time they recalled spending with the students in their schools ranged from "very little time" to "one or two hours per week." None saw weaknesses in the program other than we may have "tried to accomplish too much in a limited time." All felt that the experiences of the project were of "more benefit" than if they had remained in a regular social studies classroom. The advantages they mentioned included "much individualized instruction" and a "chance to work directly with what they were interested." However, one teacher did question whether eleventh graders should be allowed to participate and whether students should be released from required classes, e.g., government, American history.

Commenting on the strengths of the project, all the teachers mentioned the excitement of the students - a "real enthusiasm." Two teachers noted that the students felt "they were accomplishing something worthwhile." Although one teacher felt the class should remain an interdistrict approach, three felt that a similar class should be implemented at the local level.

IV. Community Concerns Class: Conclusion and Recommendations

This pilot project, Community Concerns Class, was established to "determine the feasibility of a repeated venture" of "a course in social problems which combined classroom instruction with extended field research." To answer the question Can students do field research? we used performance criteria for sixteen specific objectives. An evaluation of post-test materials from both a control group and Community Concerns students demonstrated that significant learning took place ($p < .01$) in the experimental class. Evaluation of student work led to the conclusion that:

> Students, grade nine through twelve, can do field research.

Student evaluations of the educational value of Community Concerns Class led to comments such as:

> "more community involvement"
> "immediate practical application of analytical skills"
> "a solid basis for the hope that the educational system will really be able to foster learning."

The coordinating teachers all assessed the experimental class as having more benefit than the social studies classes presently offered. They stated that the "students felt they were accomplishing something worthwhile" and that there was marked "enthusiasm."

All the students responded favorably to the interdistrict approach, fifty four per cent (54%) volunteering that the other students were viewed as

an integral strength of the program. One hundred per cent (100%) of the students said they would take the class again.

There is little hesitation in recommending that:

1. An interdistrict course in social problems combining classroom instruction with extended field research be established on a continuing basis.

The students participating in the pilot project shared much of their experiences in class and in the field with other students in their local districts. During some of my visitations a number of students were introduced to or simply approached me to ask about admittance in a repeated course. Three of the four coordinating teachers who returned evaluations indicated a desire to have a similar class at the local level. Several administrators commented on the quality of work produced by the students and on their commitment.

The course at an interdistrict level has assets peculiar to that format which ought to be maintained. However, with the amount of support for a class of this nature by students, teachers and administrators, it seems appropriate also to recommend:

2. Local courses be established concentrating on social issues combining classroom instruction with extended field research.

Ninety per cent of the students returning evaluations asked for more time. In discussions and written evaluations both students and coordinating teachers suggested an alternative approach. Offer the course for a full year. Concentrate on statistical procedures and other research skills the

first semester; then turn the students loose the second to do their studies. However, the evaluation of student achievement on specific objectives demonstrated that all objectives dealing with direct application of research skills would have been met during a full semester. It is felt that "we learn by doing" and a semester of research without early work in the community might prove deadly. It is, therefore, recommended:

3. A course of the nature of Community Concerns be established for a minimum of eighteen weeks or a semester.

There are other variables that were an integral part of our course which require comment. Sixteen specific objectives (p. 78) were enumerated and served as a basis of evaluation. Although others may be added, those seem to reflect the minimum of requirements essential for the finished product under the present study. That they are viable and can be met has been demonstrated. It is suggested that alternative techniques be examined in teaching the statistical terms and definitions, e.g., programming devices or some other technique of the stimulus response method which utilizes audio-visual approaches of "Sesame Street" variety.

There is little doubt that an inquiry method, which maintains a search thrust by both the teacher and the student, is most essential to field research application. Some lessons, particularly lesson three (pp. 11-12), were much too expository. It is suggested that more work be done in the communities and more emphasis on student activity for each specific objective is needed. I submit, too, that the approach of student involvement and some control

over the direction of the class is important. They have respected and reinforced the desire for an informal atmosphere with the freedom to move in and out of the classroom, their schools, and communities. Armed with the specific task of their choosing, they assumed commendable responsibility.

The process of producing our own textbooks seems both educational and necessary. There are no texts on the market, to my knowledge, that satisfy the orientation of such a course. Therefore, one must consider the relevance of using current news articles for analysis and student papers for instruction and self-criticism. By the close of class, our own text consisted of approximately ninety-five pages.

Further, it is suggested that another means of evaluation be attempted for pre- and post-testing. The one used was very time consuming for both the students and the instructor. With the aid of Chart I, pp. 83-84, alternative means of continuing evaluation for each objective might be devised.

A number of administrative considerations seem appropriate as a result of this project as an interdistrict approach.

The coordinating teachers have stated that transportation was a problem. It seems as though one class was always late, either delaying the start of class as much as forty-five minutes or simply coming an hour after the session began. One school had students taken and returned by me or my

secretary every session. Others seemed to have difficulty obtaining drivers or keeping schedules straight. Those who had success with transportation did so, in large measure, because of the efforts of the teachers. Schedules were established for student, teacher, or parent drivers and reminders were made. Their endeavors are greatly appreciated as is their courtesy phone calls when problems did arise. On future occasions, it is recommended that:

1. The responsibility for transportation be assumed entirely by the local district with some procedural checks by the coordinating teachers.

The original plan called for granting the students a semester's credit for four days of research effort in their communities and one afternoon at Oakland Schools. Six students, three from two separate schools, did not take a full hour for their work during the week, but chose instead to maintain regular social studies classes in addition to Community Concerns. The work of half did not seem to be affected; for the others it was. To maintain flexibility perhaps the coordinating teacher and course instructor can determine together future procedure. As for Thursday afternoon, there seemed to be little problem in obtaining release from the students' regular classes except on testing days. It is urged that contact be made with those teachers for verification. Otherwise, it is recommended that the original plan be adopted where:

2. Students receive full semester credit for a social studies class and have one hour four days per week for research efforts and one afternoon for work at the intermediate level.

Evidently, procedures have to be arranged for drop-and-add students. Several early drops did not affect the class substantially. Those who dropped, on the whole, were not present during those early orientation sessions when visits were made to the local schools to discuss the overall plans. Many came for one session and apparently decided it would entail too much work. Visitors were always welcome, but the presence of "potential enrollees," some even during the final month, was impractical. Those who enrolled after the forth session never caught up. It is, therefore, recommended that:

3. Enrolling procedures be completed two weeks prior to the session and final admissions and drops be completed no later than the second session.

Coordinating teachers alluded to the need for closer contact between them, the students, and class. While two teachers never visited the class, two were present once and two were there on at least three occasions. More visits are encouraged and administrators are urged to release their teachers for a minimum of three sessions. One early meeting should be with the coordinating teachers together to assure collective understanding of the thrust of the class and for a closing session to evaluate the efforts. If a similar organization is retained for future classes, it is recommended that:

4. Regular missives should be sent to the coordinating teachers from the instructor for up-to-date information and periodic visits should be scheduled throughout the duration of the course, at least twice with coordinating teachers collectively.

There was some difficulty in the selection of students. With the redistricting of students in one school system, students chosen by one coordinator became the responsibility of another. The original criteria for selection were based on some registered interest in social issues on the part of the student and little weight was to be attached to their academic records. Two Community Concerns students noted in their evaluations that "some took advantage of the class." I am aware of one in particular. Therefore, it is recommended that:

5. Selection of students should be made by the coordinating teacher to whom they are responsible on the basis of prior commitment to social issues and previous demonstration of responsibility for independent study. Student grades should not be a determining factor.

It is further recommended that:

6. The onus for grading Community Concerns students should rest with the instructor, but all student work should be made accessible for evaluation purposes.

Appendix I

January 20, 1969

Thank you for the interest you have shown in a possible inter-district or metropolitan area approach to the study of social problems. The idea of involving students directly in identifying and solving social problems is an intriguing one to me, and my own interest has grown since Mr. Martin Keck first proposed the approach in November,1968.

Though our methods may seem a little unorthodox to some, there is no hard, fast agenda to be proposed at our first meeting on February 6 at 1:30 p.m. Instead, we are interested in presenting ideas for discussion and analysis. We are equally interested in listening, discussing and helping analyze your ideas on designing and implementing a course we feel has the potential of becoming an important educational contribution to the solution of many of the social problems which surround us all, regardless of the districts or communities we represent.

The first meeting will be held at the office of the Social Studies Department for Oakland Schools. We hope that the time and place are convenient for you, as the number invited to this initial meeting has been carefully limited so that the maximum amount of time can be spent "brainstorming."

Please let us know if you will or will not be able to attend this initial meeting by filling out the enclosed card and returning it to us by January 31. If there are questions about the meeting which we can answer, please feel free to call either me (335-4192) or Mr. Keck (674-3147).

Sincerely,

Robert G. Payne
Social Studies Consultant

RGP:pm
Enc.

Proposal To Establish an Inter-District Course in Metropolitan Concerns

1. Step #1 February 6, 1969. Selected interested parties meet to discuss and agree upon main concepts. Steering Committee formed.

2. Step #2 February 13, 1969. Steering Committee meets to begin formation of course rationale.

3. Step #3 March 13, 1969. Steering Committee presents course rationale to interested district representatives for general approval and/or additions, deletions, etc.

4. Step #4 April 1, 1969. Curriculum coordinator of districts are invited to see/hear official presentation of proposal.

5. Step #5 May 1, 1969. Districts to be included give official approval. Course materials are finalized.

6. Step #6 September 1969. Course begins.

WATERFORD MOTT HIGH SCHOOL

5 February 1969

RECOMMENDATIONS:

1. Part-time clerical help to be provided by Oakland County Board of Education for the committee.
2. A workshop with consultants provided at Oakland County expense to be held to assist in the development of course rationale and subsequent organizational plans.
3. Some money be provided (when needed) to assist in gathering course materials.
4. COSTS:
   a. Clerical help one-half day per week for 10 weeks.... $100.00
   b. Consultants $200.00
   c. Materials $50.00
   d. Total $350.00

TIME SEQUENCE:

Step 1.	February 6, 1969	First Meeting
Step 2.	February 20, 1969	Second Meeting
Step 3.	March 13, 1969	Present Initial Materials
Step 4.	April 13, 1969	Curriculum Coordinators Meet
Step 5.	May 1, 1969	Final Approval
Step 6	September 4, 1969	Course Begins

WATERFORD MOTT HIGH SCHOOL

5 February 1969

PARTICIPANTS OF MEETING ON FEBRUARY 6, 1969 - HERE

Dr. Myles Platt	Oakland Schools, Soc. St. Director
Robert Payne	Oakland Schools, Social Studies Consultant
Mike Ponder	Pontiac Northern
Richard Yeager	Huron Valley Schools
Bill Hunter	Huron Valley Schools
Jim House	Wayne County Schools
Martin Keck	Mott High School, Asst. Principal
Michael Kenney	Pontiac Central, Teacher
George Johnstone	Muir Jr. High, Teacher, Milford
Sister Sietz	Sacred Heart Academy
Sister Maxwell	Sacred Heart Academy
Jerry Gutman	Oak Park & Wayne State
Richard Watson	Oakland Schools Psychologist

MINUTES

February 21, 1969
1:45 p.m.
Oakland Schools General Demonstration Room

Participants:

Glen Bevan	Children's Village School	Waterford
Mike Ponder	Pontiac Northern	Pontiac
Sister Seitz	Academy of the Sacred Heart	Bloomfield Hills
Sister Maxwell	Academy of the Sacred Heart	Bloomfield Hills
Glenn Ruggles	Walled Lake High School	Walled Lake
George Johnstone	Muir Junior High School	Milford
Martin Keck	Waterford Mott High School	Waterford
Richard Watson	Oakland Schools	
Robert Payne	Oakland Schools	
Myles Platt	Oakland Schools	
Sheila Gray	Academy of the Sacred Heart	Bloomfield Hills
Carol Boone	Waterford Mott High School	Waterford
Coni Beck	Waterford Mott High School	Waterford
Cheryl Walls	Pontiac Northern High	Pontiac
Sharon Yenshaw	Children's Village School	Waterford
Catherine Hester	Children's Village School	Waterford
Tim Higgins	Walled Lake Central High	Walled Lake
Mike Thompson	Muir Junior High School	Milford

The second meeting of the Steering Committee for the Development of A Course in Metropolitan Concerns was opened by Myles Platt, committee chairman, at 1:45 p.m. Student committee members were introduced by respective district educators. A general idea of the line of thinking thus far explored by the group was presented by Robert Payne. The explanation encompassed the experimental model of "Conflict" and how it might be used as a springboard for study leading from the formal classroom to the community as a classroom.

Immediately after the explanation, the group was divided into sub-committees--The Student Reaction Sub-Committee and the Teacher Reaction Sub-Committee.

Student Reaction Sub-Committee:

Following a tour of the facilities of Oakland Schools, the student committee met and reacted to the ideas presented by Payne. Their reaction in sub-committee was favorable to the idea of holding a class

similar to that described on an interdistrict basis. The general consensus was

(1) Individuals don't seem to understand problems fully until they are involved in attempts to solve them.

(2) That the idea of bringing students together from different school districts would help broaden individual perspectives concerning social problems.

(3) That a course in social problems which combined classroom instruction with extended field research should be established.

Teacher Reaction Sub-Committee:

The discussion of this committee paralleled that of the student committee. Contingent upon student acceptance it was felt that

(1) A course exploring social problems in the metropolitan area should be established.

(2) That the course should be held at the facilities of Oakland Schools.

(3) That the course would begin in September, 1969.

Committee Decisions:

(1) That a course in "Social Problems of Metropolitan Concerns" would be held. September, 1969 was set as the tentative date for the course to begin.

(2) That the course will be held at Oakland Schools.

(3) That Dr. Myles Platt and Mr. Robert Payne of Oakland Schools will coordinate the course, making use of selected district personnel for specific instructional programs.

(4) That the course would be established for a minimum of one semester with students meeting one day per week. (The meeting time was set at 1:00 p.m. with no set time for completion of the daily schedule.) Periodic "full day"

experience in field research was anticipated by the participants.

(5) That each interested district should send a minimum of two students for each building represented in the program with a limit of six student participants per district.

(6) That students participating in the course are to be granted full scholastic credit.

(7) That the initial class would constitute a pilot program to determine the feasibility of an interdistrict classroom designed to explore social problems of student concern.

(8) That selection of student participants be the responsibility of selected teachers and students from the local districts participating in the program.

(9) That student participants be paid mileage for the use of their automobiles for official class business.

(10) That district participants make the necessary contacts with appropriate district personnel necessary to "get the ball rolling."

It was decided that no future meeting would be held for at least one month to enable participants to make the contacts necessary for starting the course.

May 5, 1969

Hopefully, each of us has now had time to review the decisions reached during our last meeting, and to begin making plans for involvement with our course on "Community Concerns."

Our final meeting for this school year has been planned for May 13 at 1:00 p.m. At that time we hope to discuss the difficulties each of us has encountered in attempting to arrange for participation by individual districts. We also intend to have our student members identify the concerns they have and wish to explore when the course finally gets under way.

Don't forget, both faculty and student members are asked to attend this final meeting. While the faculty members hammer out the details for establishing the course, student members will provide guidelines for the curriculum by sharing their individual concerns and interests.

Sincerely,

Robert G. Payne
Social Studies Consultant

RGP:pm

February 6, 1970

Our Community Concerns class is about to begin. To assure our collective understanding, I would like to outline our project as it presently stands.

We had agreed last spring, for those participating in the initial searching stages, that a course on community concerns should be offered and that:

1. we should draw students from the Oakland County area
2. it would be directed by Oakland Schools
3. we would concentrate on community social problems

We also agreed that the students should be given full semester credit in their social studies class. The credit was to be earned by combining four days of research effort in the school and community with one day of work at Oakland Schools. The schools, or in some cases the students, will be providing transportation to and from Oakland Schools. We will meet here at 1:00 p.m., Thursdays, beginning February 12, 1970. Your school has a coordinating teacher, _____, to assist the students and serve as liaison.

The students will have access to the facilities at Oakland Schools, and consultant assistance in areas including media, television, library, research and computer service. Each student will have the freedom to choose any social problem he wishes to "find out about" within the framework of sociological or field research.

Enclosed is a list of the participating districts with their coordinating teacher and schedule of rooms for meetings at Oakland Schools. It is hoped that this format meets with your approval. Please call me if you have any questions or comments.

To say that I am looking forward to our project would be a gross understatement. I am anxious to work with students and teachers again in a sustained relationship.

Sincerely,

George R. Johnstone
Social Studies Consultant

GRJ:gr

February 6, 1970

By now your son has probably told you that he has been selected to participate in a pilot project conducted by the social studies department at Oakland Schools.

Last spring, a gathering of students, teachers, administrators and consultants discussed ideas and expectations about a class concentrating on community concerns. We all wanted to do something educational to meet the demands of a dynamic society suffering from growing pains.

The idea was met with enthusiasm and the consensus unanimous that we should:

1. draw students from the Oakland County area
2. coordinate the course through Oakland Schools
3. explore community social problems

Therefore, five school districts, who had registered interest and participation in the early sessions, are cooperating. They include: Bloomfield Hills (Academy of the Sacred Heart), Huron Valley, Pontiac, Walled Lake, and Waterford. Each is sending six students.

The students will receive full credit for a semester's class in social studies by participating in this program. Four days of the week they will be doing research either in their schools or in their community. On each Thursday, they will be at Oakland Schools. In many cases the student will be providing his own transportation.

Oakland Schools is providing directorship and consultants for the pilot project. The students will have an opportunity to work with the facilities here, and media and television technicians will be at their service. They will also be working with computers and research consultants.

If you desire to have your son participate in this pilot project, would you please read and sign the permission slip attached, and your son will return it to the coordinating teacher who will be working with the students in your school district.

Please call me if you have any questions or comments you wish to offer, or call for an appointment. I would like to meet you personally and explain our program in greater detail.

Sincerely,

George R. Johnstone
Social Studies Consultant

GRJ:gr

Enc.

Oakland Schools
Permission for Independent Study
Community Concerns

I have read and understand that the nature of the pilot project for independent study calls for _____ to work in the community and at Oakland Schools. I accept the responsibility and assume liability for his participation in this project and for the transportation which may be needed.

_____ _____

Date Parent/Guardian

Appendix II

STAR POWER

By Garry Shirts

Teaching Instructions

This is a game in which a low mobility three-tiered society is built through the distribution of wealth in the form of chips. Participants have a chance to progress from one level of society to another by acquiring wealth through trading with other participants. Once the society is established, the group with the most wealth is given the right to make the rules for the game. They generally make rules which the other groups consider to be unfair, fascistic and racist. A revolt against the rules and the rule-makers generally ensues. When this occurs, the game is ended. The game is useful for raising questions about the uses of power in a competitive society.

Preparing for the Game

Dividing the Participants and Assigning Chips

The participants are divided into three approximately equal groups named: squares, circles, and triangles. Each person wears a symbol representing his group, i.e., the squares wear a square symbol, the circles a circular symbol and the triangles a triangular symbol.

Each participant is given five chips. Each square receives one gold chip, one green chip and the remaining three randomly selected from the colors red, white and blue. Each circle is given one green chip and the remaining four selected from the colors red, white and blue. The triangles are given a random assortment of red, white and blue chips. The only exception to this distribution is that one circle and one triangle receive the same distribution as the squares, i.e., one gold, one green and a random assortment of red, white and blue.

Determining the Chips Required for a Game

The TOTAL number of chips required equals: 5 x number of participants.

The number of GOLD chips required equals: The number of squares plus 2.

The number of GREEN chips required equals: The number of squares plus the number of circles Plus 1.

The number of RED, WHITE AND BLUE chips required equals: 5 x number of participants minus the total number of green and gold chips required. There should be about an equal number of red, white and blue chips.

Example: Suppose you have 34 people and divide them into 12 squares, 12 circles and 10 triangles. The total number of chips required equals: 5 x 34 or 170. The total number of GOLD chips required equals: 12 (the number of squares) plus 2 or 14. The total number of GREEN chips required equals: 12 (the number of squares) plus 12 (the number of circles) plus 1 or 25. The total number of RED, WHITE and BLUE chips required equals: 170 - (14 plus 25 or 131 which means about 44 of each color.

Explaining the Rules

1. Tell the participants that this is a game that involves trading and bargaining and that the three persons with the highest scores will be declared the winner. They will probably ask later in the game if there is going to be a group winner. The answer is: "The three individuals with the highest scores will be declared the winners." Do not tell them that a group is going to be given the right to make the rules for the game.

2. Explain the following scoring system to the participants:

   Every gold chip is worth 50 points
   Every green chip is worth 25 points
   Every red chip is worth 15 points
   Every white chip is worth 10 points
   Every blue chip is worth 5 points

   Additional points are given if a person is able to get several points of the same color.

   Five chips of the same color are worth 20 points
   Four chips of the same color are worth 10 points
   Three chips of the same color are worth 5 points
   No extra points are given for two chips of the same color.

   Example: A person's total score if he had 5 gold chips would be 250 plus 20 for 5 chips of the same color for a total of 270 points. If he had four blue chips and one red chip, his score would equal 4x5 (for the blue chips) plus 15 (for the red chip) plus 10 points for distribution of the same color for a total of 45 points. Three reds and two blues would equal 45 + 5 + 10 or 60 points. Five reds: 75+20 or 95 points.

3. Distribute the chips as outlined previously to the squares, circles and triangles.

4. Explain the following rules of bargaining.

   a. They have ten minutes to improve their scores.
   b. They improve their scores by trading advantageously with other squares, circles and triangles.
   c. Persons must be holding hands to effect a trade.
   d. Only one for one trades are legal. Two for one or any other combinations are illegal.
   e. Once participants touch the hand of another participant a chip of unequal value or color must be traded. If a couple cannot consummate a trade they may have to hold hands for the entire ten minute trading session.
   f. There is no talking unless hands are touching. <u>This Rule Should Be Strictly Enforced</u>.

   g. Persons with folded arms do not have to trade with other person.
   h. All chips should be hidden. <u>This Rule Should Be Strictly Enforced.</u>
   i. Do not reveal that the squares are given chips of a higher value than the circles or triangles.
   j. Any other rules that you deem appropriate.

<u>Start the Trading Session</u>

1. After the rules have been explained, start the trading session. Tell them it will last 10 minutes.

2. During the trading session, your assistant should be putting each participant's initials on the blackboard.

3. After 10 minutes of trading session, have each group return to their circle of chairs.

4. Have the participants compute their scores for the trading session, record them on their score sheet and hand the score sheet to your assistant.

5. Have your assistant record the scores on the blackboard opposite the person's initials. (The initials and their scores can be put on by the participants themselves if an assistant is not available.)

6. Explain the rules for the bonus points session. The rules are:

   a. Hold up a bonus chip (a double chip) and tell them that this is a bonus point chip.
   b. Give each group three chips.
   c. Tell them that each chip is worth 20 points.

d. Their task during the bonus session is to distribute the bonus chips to members of their group.
e. The chips must be distributed in units of 20 or more, that is, one person might receive all 3 bonus chips and 60 points or 3 people might receive 1 chip each worth 20 points, but 6 people could not receive 10 points each.
f. They have five minutes to distribute the bonus chips. If the groups have not distributed the chips at the end of the five minutes, the points will be taken back by the director and no one will receive them.
g. The decision regarding the distribution of chips must be a unanimous vote.
h. Participants can eliminate people from their group by a majority group. (Eliminated people can form another group. They should be a triangle group.)

7. Answer any questions.

8. Start the bonus chip bargaining session.

9. After about five or ten minutes, end the bonus chip bargaining session.

10. Have those people who receive bonus points record them on the blackboard opposite their initials.

11. Put those people with the highest total scores in the square groups. If there is a circle or a triangle who has a higher score than a square, have them trade groups. Any changes should be announced to the group and it generally is made known that so and so who was a square has become a circle, because they did not receive enough points, and so and so who was a circle, is now a square because they received a higher number of points than a square. In any event, it is important that the group know that the squares are made up of those people with the highest scores.

12. Start the second round.

NOTE: Repeat this cycle-bargaining session, bonus session, reclassification for one or two times or until the participants understand the process and the fact that the squares are high scorers.

13. After about the second bonus session, announce that the squares now have the authority to make the rules for the game and that while any group can suggest rules for the game the squares will decide which rules will be implemented. You might tell the squares that they might want to make rules like: redistribute the chips on a more equal basis,

require triangles and circles to bargain with the squares even though they have their arms folded, require triangles and circles to give squares the chips they ask for regardless of whether they want to trade or not, etc. Announce any rules that the squares establish to all of the participants unless they want them kept a secret.

14. From then on, play it by ear.

What is likely to happen is that the squares will make very tough rules that protect their own power. This has happened in every organized group that we have played it with so far. The circles and triangles will either give up, organize, become hostile, or commit an act of frustration and defiance. Stop the game when it is evident that the squares have made rules which the others consider unfair and fascistic. This is generally after two to four rounds. After the game, gather the group together and discuss the implications of the game for the real world.

Some questions you might want to discuss at the end of the game.

a. Are there any parallels between the system set up by the game and the system or sub-systems in which we live?
b. Does the game say anything about the nature of man?
c. Is it the nature of man to seek inequality? To attempt to be better than his fellow man, to seek for more privileges and wealth? If yes, is there anything wrong with such strivings? Can they be legitimized? Is there a moral alternative to man's search for inequality?
d. Would it have made much difference if the people who were the circles had been the squares?
e. Were the squares acting with legitimate authority?
f. Are there any parallels between the game and the race problem, the campus problems, the problems faced by our founding fathers?
g. If an entire group acts in unison, such as the circles and triangels frequently do in going against the squares, do their actions have more legitimacy than when a person acts alone?
h. Is the square a masculine or feminine symbol?
i. Would it be possible to develop a game which emphasizes cooperative behavior and is fun to play?

Summary of Rules for Running Star Power

1. Prepare distribution of chips.
2. Divide participants into three groups.
3. Distribute symbols to appropriate groups.
4. Distribute chips.
5. Explain rules for trading session.

6. Have the group trade for 10 minutes or so.
7. After ten or so minutes stop trading session and have the participants return to their original group.
8. Have them record scores on slips.
9. Give three bonus chips to each group.
10. Explain rules for bonus chips to each group.
11. Give the participants five to ten minutes for bonus chip session.
12. While they are in bonus group session, collect all the chips originally distributed and prepare them for the second round of distribution.
13. End bonus chip session.
14. Revise the scores on the board to reflect points received from the bonus chips.
15. Promote high scoring persons to squares and demote low scoring squares to circles or triangles.

END OF FIRST ROUND

16. Repeat process.
17. After second or third round give rights to make rules for the game to the squares.
18. Play it by the nose from then on.

One note of caution. Generally groups need to talk about the game in personal terms or, "who did what to whom" before going on to the issues involved. This can be an important experience in interpersonal relationships, helping members of the group understand their reaction to authority, competitive situations, etc. However, it is important that this discussion does not damage the ego, status or self-concept of any of the participants. If you see the discussion going beyond the point of friendly rivalry, then you might direct it more forcibly toward the issues involved rather than the personalities. If in the unlikely event that the squares are being badly scapegoated, then you might point out that every group that had participated in the game thus far had reacted in essentially the same manner and in general try to direct the discussion toward the question of whether any group put in such a situation would act any differently.

Discussion

--Power
--Who controls what?
--How do you gain or lose influence?
--How do you change society without destroying it?
--Implications for reform - in society, church, schools, etc.

STAR POWER

(Student Instructions)

Star Power is a game that involves trading and bargaining with other individuals in an attempt to improve one's situation. Three individuals with the highest scores will be declared the winners. The monetary system will be five colored chips. The values of the chips are as follows:

GOLD	50 points
SILVER	25 points
RED	15 points
WHITE	10 points
BLUE	5 points

Additional points are given if a person is able to get several points of the same color.

Five chips of the same color are worth 20 points
Four chips of the same color are worth 10 points
Three chips of the same color are worth 5 points
No extra points are given for two chips of the same color.

Example: A person's total score if he had 5 gold chips would be 250 plus 20 for 5 chips of the same color for a total of 270 points. If he had four blue chips and one red chip, his score would equal 45 (for the blue chips) plus 15 (for the red chips) plus 10 points for distribution of the same color for a total of 45 points. Three reds and two blues would equal 45 plus 5 plus 10 or 60 points. Five reds: 75 plus 20 or 95.

RULES OF BARGAINING

a. There will be only ten minutes of actual bargaining.
b. Your scores should be improved by trading advantageously with others of your group, or with those in other groups.
c. Persons must be holding hands to effect a trade.
d. Only one for one trades are legal. Two for one or any other combinations are illegal.
e. Once participants touch the hand of another participant a chip of unequal value or color must be traded. If a couple cannot consummate a trade they may have to hold hands for the entire ten minute trading session.
f. There is no talking unless hands are touching. This Rule Will Be Strictly Enforced.
g. All chips should be hidden.
h. Persons with folded arms do not have to trade with other persons.

After you have completed the trading session return to your circle of chairs. Compute your score on your score sheet and hand the score sheet to the assistant.

Bonus Chips Session

Each group will be given three bonus chips (double chips). Each chip is worth 20 points. The task will be to distribute these chips in units of 20 or more, that is, one person might receive all 3 bonus chips and 60 points or 3 people might receive 1 chip each worth 20 points, but 6 people could not receive 10 points each.

You will be given five minutes to distribute the bonus chips. If the group has not distributed the chips at the end of the five minutes the points will be taken back by the director and no one will receive them

The decision regarding the distribution of chips must be a unanimous vote. Participants can eliminate people from their group by a majority decision.

* * * * *

Bargaining Session Again

* * * * *

Bonus Session Again

SCORE SHEET

	Session 1			Session 2			Session 3			Session 4		
	Pts.	X No.	= Score	Pts.	X No.	= Score	Pts.	X No.	= Score	Pts.	X No.	= Score
GOLD	50			50			50			50		
GREEN	25			25			25			25		
RED	15			15			15			15		
WHITE	10			10			10			10		
BLUE	5			5			5			5		
	BONUS			BONUS			BONUS			BONUS		
	TOTAL			TOTAL			TOTAL			TOTAL		

BONUS POINTS

5 Chips of same color = 20
4 Chips of same color = 10
3 Chips of same color = 5

(Score sheet designed for Community Concerns Class)

COMMUNITY CONCERNS

February 12, 1970

Notes from class discussion abstracted from recording of tape.

The game STAR POWER was played to fulfill two purposes.

First, it provided a way for us to begin introductions with one another.

Second, to provide some perspective of a three-class society. When the game was completed you were asked to draw some comparisons with our present society. The following are excerpts of the tape recording in class with examples of questions and your responses:

What Kinds of Parallels Do You See?

...If you never give in to anybody, and you're always trying to get for yourself, you're never going to be able to deal. Somebody has to give in.

...Having all that power goes to your head.

Does That Say Anything About the Nature of Man?

...The rich have money to invest and become richer and the poor aren't dealt with because they're poor and so they stay poor.

What Are Some Other Observations?

...Even though you don't like the rules they made, there are still ways we can block the rules.

...When the rich group, or elite group, got to make the rules we had no course of action but to give in to them.

...But that's not true. We boycotted.

...But it didn't help because she didn't have the support of the circles and the triangles.

...The only other thing was to throw the squares out of power, but we weren't together as a group, the circles and the triangles.

...The majority of the people were oppressed by the squares. It should have forced the circles and triangles to unite, but we didn't as a whole.

Did You Have Leadership in Order to Unite?

...It was sporadic. At first we did.

...In order to get anywhere you have to have the backing of some kind of power. (cooperative support)

..."Society is the tool of the dominating class."

..."Power accedes only to power." Frederick Douglas

Any Other Kinds of Analogies?

...After we got all their money we were going to set up social reform.

How Do We Fit This Into Social Problems?

How Do We Define Social Problems? (Any list of criteria?)
(Student wording not necessarily identical.)

...When a significant number of people are affected.

...In ways considered undesireable - dissatisfied, discontented people.

...About which it felt something can be done.

...Through collective social action.

GATHERING THE DATA: "Observing and Recording Social Interaction" From: Sociological Research, Vol. II, by M. W. Riley (Harcourt, Brace and World, Inc.: 1963), pp. 2-3.

How objective can you be in first hand unstructured observation experiences?

STEP 1: Choose a partner.

STEP 2: Together with your partner, go to some public place (the Pontiac Mall) where you can both make simultaneous but independent observations.

Pick a situation where some kind of repeated interaction is going on, as for example:

- -a ticket window
- -an information booth
- -an admissions desk
- -a lunch counter
- -the cashier's desk
- -a department-store desk for return or exchange
- -a retail sales counter
- -a busy gas station, barber shop, or beauty parlor
- -a library loan desk
- -a school entrance at which mothers deliver their children
- -a sandbox in a school playground

Avoid situations where:

- -so many persons are interacting at once that you cannot observe them all
- -you already know personally one or more of the participants in the interaction
- -your presence on the scene will be so conspicuous as to cause a possible interference in the interaction you are observing
- -you have to make elaborate advance arrangements

Note: If at any time you do have to explain your presence on the scene, you should merely say, "I am a student at Oakland, doing a class project on social interaction."

Agree with your partner in advance on exactly <u>what</u> <u>parts</u> of the total scene around you you are going to observe. At a long counter, for instance, you might decide to observe one particular waiter as he interacts with his several customers; or to observe any interactions which occur within a given segment of the counter.

Agree with your partner in advance on just when you will start and stop your observations. This will depend on the character of the interaction you have chosen. The total elapsed time required for the observations might be as little as fifteen minutes at a busy ticket window; in other situations you might have to remain at the scene for more than an hour. Plan to stay long enough to allow several repetitions of the interaction so that you will obtain a fairly general idea of what usually goes on in this situation. (e.g., wait until the waiter has served several customers, or if you happen to choose a period in which "business is slow," you may have to extend the over-all period of your observations.) But do not stay so long that writing up your observations (STEP 4a) will require more than thirty minutes to an hour. You should allow enough time to record the full detail of the interaction as you observed it.

STEP 3: Working independently, each of you is to observe the interaction and record as fully as possible what you observe. Report all the observed behavior, both verbal and nonverbal (such as talking, gestures, facial expressions, laughing) of each member of the group, in sequence, showing who does what. As soon as you leave, fill in any notes which you did not have time to record, or which could not be recorded while on the scene.

A rule of the exercise is that you are not to compare notes with your partner at this time or at any time until after you have each independently completed STEP 4.

STEP 4: The report should state the groups observed, the time and place of observations, your name, and your partner's name, and the date. It should consist of two distinct parts:

a. your recorded detailed observations: go over your on-the-spot notes from STEP 3; edit and expand them as complete as possible.
b. your interpretations: make any inferences you can, based on your observations, about (1) the general character of the "typical" interaction which probably goes on in such a situation, and (2) the general nature of the attitudes and orientations which the actors probably have toward one another, and the roles each one plays.

STEP 5: Compare your report with that of your partner. If you want to make comparisons of finished reports earlier, it is a further rule of the exercise that you make no changes in your own report once it is completed.

STUDENT SAMPLE 2/19/70

OBSERVATION 1

Cashier at Teds (Pontiac Mall)

a. cashier
b. customer

a. Sitting with legs crossed, head resting in hands, orange dress blonde hair. "She talks to another lady, brown plaid jumper brown blouse, pregnant.

a. Just left, we are now observing an empty chair we laugh very loud and draw attention which is quickly lost.

a. Is replaced by pregnant lady - a2

a. Talks to busboy who is buying lunch a lady sitting down in brown wool coat with fur collar tells Willie he is buying mayonnaise cake - Willie buys lunch and goes into kitchen to eat (I pressume).

a. Serves another man in gray suit with graying hair.
asks if he wants coffee in a cheery type voice, he says no and walks away. Now she is talking to another busboy, older with glasses. They looked very bored, Teds is not booming with business.

a2 Watches people walk in and out of kitchen.

a2 Starts ringing up order while people are still about 10 feet away. She asks lady with many packages if she can carry her tray. Lady has a friend and child.
The lady was not aware of us because her back was to us.

OBSERVATION 2

Teds (Pontiac Mall)

2 girls working, one is pregnant - not seated at register
- only business between the two girls
-pregnant girl relieves other.
- music is inoffensive
- cashier carries on conversation with busboy, not about business
- "never on sunday" girl is tapping to music.
- other girl who just left buys lunch from pregnant cashier-no conversation what so ever
- not very busy
- ask one customer with ----------if she could carry her tray
- seemed very friendly and concern
- could not see her face

S T U D E N T S A M P L E

2/19/70

OBSERVATION 1

Miami Bake Shoppe (Pontiac Mall)

A salesgirl between 20 and 25 years of age.

- seemed competent
- seemed to know her business

The customers she waited on were older ladies and she served them with an occasional smile. She asked questions of convenience such as: Would you like it boxed or bagged?

She stated the price while packaging the baked goods so the customer was prepared with the change and neither party would have to wait.

Her smile seemed to occur less often when she realized (or became aware) we were watching her.

OBSERVATION 2

Miami Bake Shoppe (Pontiac Mall)

A salesgirl at counter approximately 22 yrs.

Waiting on elderly women
- forced politeness (face tired)
- forced smile (eyes not on customer)
- sincere friendliness?
- very efficient
- preoccupied mind (looking around)
- overdone sweetness similar to wares (in speech)

Talking to co-worker
- sincere friendliness
- nervous laugh (has noticed us)

Waiting on 2 young boys (long hair - casual clothes)
- abrupt
- quick efficient
- cool

"Would you like a box or a bag?"
"I said would you like anything else?"

STUDENT SAMPLE

2/19/70

OBSERVATION 1

2:50 pm

Chick A, twirling book stand of Cliff notes we think. Picks one up-puts it down after observing-goes to back of store out of sight. End of Chick A.

Chick B, in yellow blouse and checked slacks, talking to lady behind counter - about 5 ft. from counter. Scratches rear-observing-talking still-apparently reading - scratching rear once again for more prolonged period of time now-hand now at rest on rear - slight periodic ruffing motion - looking at top shelf-talking-long sweep across rear Strange! Slow departure looks back once - possesses pamphlet - not much eye contact, between B and counter Chick.

OBSERVATION 2

A - cashier in Book Nook
B - Customer

A - is reading a book when B comes in and hands her a piece of paper. Both converse with B avoiding looking at A.

A - hands paper back to B and A has no noticible facial expressions, but looks directly at B. A opens catalog and begins to look up something. A's left hand touches right cheek. B moves hand under nose then to back of hip. Then looks 4 times in succession down to the right. Now the hand stops, she looks at books above A. A has since closed catalog and begin talking to B. B's hand leaves hip. They talk some more. B leaves. A wasted no movement.

STUDENT SAMPLE

2/19/70

OBSERVATION 1 2:30 - 2:35 pm

Make-Up-Counter at Montgomery Wards

Woman in black turtle neck with pink sales shirt is speaking and pointing hands toward another department.

Woman in pink slacks and sweater anxiously started to walk away, she is carrying a brown coat in her hands.

lst woman just noticed us the customers' back is turned, not much facial expression on her.

They are still just talking, now discussing creams - salesgirl continues to glance in our direction.

The salesgirl bent under the counter, customer was walking around the other side of the counter, is now behind eye make-up display talking to another salesgirl, I think about us.

Meanwhile the customer went to another counter, several people have walked between us and the counter, a couple - two women with a baby, and a man with a _____.

This seemed to be a typical sales situation. The salesgirl lost the interest of the customer for the product but continued to carry on a discussion in hopes of selling something. However the customer seemed disinterested in making a purchase. The salesgirls attention was turned to us, fortunately at this point our five minutes was up so we left without futher causing her anxiety.

OBSERVATION 2

Make-Up-Counter

Sales women showing make-up to customer

She looked very sincere and interested although her eyes wandered every once and a while

She did most of the talking, trying to sell the product

Used extensive hand gestures, describing what the make-up does. Her hands were always moving

She also moves her head while speaking. She didn't make the sale. Smiled and put the product back.

While talking to another salesgirl she again used her hands extensively and did a lot of talking

Always looked interested. She noticed us several times.

S T U D E N T S A M P L E

A Social Problem - The Drug Scene

1. people dissatisfied:
   Confused drug users
   Those close to drug users (parents, friends)
   Legal authorities

2. siginificant number involved:
   Largely the entire United States

3. something can be done:
   Legalization of marijuana to distinguish it from hard drugs.
   More and better rehabilitation facilities
   Change in legal action

4. collective movement needed to help:
   Any legal action takes collective action
   Any rehabilitation plans need both money and manpower

Social Problem: Pollution

This problem concerns every living thing on earth.

Pollution is not only undesireable but in time may become deathly.

Steps are being taken but large collective action must occur to be effective.

Social Problem - Jails in General

Wayne County Jail in Particular

1. a significant number of people are definitely affected
   1) inmates
   2) guards
   3) administrators
   4) some public

2. These same people are dissatisfied.

3. more money, space, manpower and concern can alleviate some immediate problems. (over-crowding, under-staffed), and possibly lead to a new jail set - up.

4. this definitely cannot be done by a single person or even by a small group. Large collective social action is needed.

From: Report of the Special Committee on Drug Dependence and Abuse
Executive Office of the Governor
December 2, 1969

1. GENERAL COMMENTS AND RECOMMENDATIONS

This Committee, at the request of Governor Milliken, has been studying the problem of narcotic and dangerous drug dependence and abuse in the State of Michigan.

We are alarmed by the arrest statistics compiled by national, State and local law enforcement agencies, which indicate that drug abuse is of sufficient magnitude in Michigan to warrant serious public concern. In 1968 the Federal Bureau of Narcotics and Dangerous Drugs ranked this State fifth in the United States for opiate drug arrests. Doctors and health and law enforcement officials say that there are between 3,000 and 4,000 known narcotic addicts in the City of Detroit alone; they estimate the total of all narcotic and dangerous drug dependent persons to be more than 10,000.[1] Surveys and arrest records indicate the use of marijuana is also significant and increasing rapidly.

The most frightening aspect of this trend is that a large percentage of all persons arrested for drug law violations are between the ages of 17 and 20. During the period January through September 1969 more than one-third of the drug arrests by the Detroit Police Department were in this age grouping (1407 of 3797 arrests).[2] This group accounts for the highest number of arrests for each of the more common drugs with the exception of heroin. Most heroin arrests involve persons between the ages of 21 and 24.

Recent studies conducted to determine the extent of drug usage in Michigan lend support to the trends indicated by arrest statistics: the use of drugs of all types is increasing. Some studies indicate that the higher the family income, the greater is the chance of drug use. Other studies show that the earlier the age at which a young person begins to experiment with drugs, the more likely he is to continue experimenting with and using drugs.

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[1]Experts in the field base their estimates on their general experience and professional encounters with addicts who are often unknown to police officials. It is to be emphasized that all incidence figures were not obtained by actual count. The New York Registry of Narcotics lists 50,000 active narcotic addicts. If the frequency of addiction is the same in Michigan, there could be 10,000 addicts in Detroit.

[2]Appendix A: "Detroit Police Department, Detective Division, Narcotic Bureau Statistical Report - September 1969," page 48.

Three schools studied by the Oakland Schools produced the results noted below. Students indicated drug use ranging from brief experimentation to regular usage. A survey of students from a predominantly upper lower income group at a semi-rural school indicated 10 percent of the students had or were using drugs. Twenty percent of the students at an urban school with lower middle class ranking admitted drug usage and 30 percent of the students at an urban school of upper middle class standing admitted drug experimentation and use.[3]

The Michigan House of Representatives 1968 study of drug dependence produced similar results: 10 percent of the total sample surveyed had used marijuana, 4 percent used hashish, 1 percent used LSD, and 2 percent used various dangerous drugs. Marijuana was the most frequently abused drug. Thirty-four percent of students sampled in a private school used marijuana compared to an average of 11 percent for the urban and suburban schools surveyed. Usage by students in rural schools ranged from zero percent to eight percent. Approximately two percent of students contacted in the urban and suburban schools have used hashish 14 percent of those in the private school admitted usage. The use and abuse of amphetamines was rather pronounced in the one suburban school studied. The average use for the various kinds of amphetamines was 4 percent. The use of LSD at this school was indicated by 3 percent of the respondents.[4]

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[3]Oakland Schools survey of drug usage.

[4]Michigan House of Representatives, Drug Dependence in Michigan, 1968, pp. 62-73.

DETROIT POLICE DEPARTMENT
DETECTIVE DIVISION
NARCOTIC BUREAU

(From: Governor's Report:)
(Appendix A, pp. 47-50)

October 27, 1969

Chief of Detectives

SUBJECT: SEPTEMBER, 1969 STATISTICAL REPORT

1.	ARRESTS BY NARCOTIC BUREAU OFFICERS, FOR:		THIS MONTH		THIS YEAR		1968
	*State and U.S. Drug Law		45		494		*444
	Kidnapping		0		3		
	Larceny in Building		0		1		
	Felonious Assault		0		1		
	Fugitive		0		3		
	Grand Larceny		0		4		
	Murder		0		4		
	Carrying Concealed Weapon		0		2		
	U.D.A.A.		0		4		
		Sub-Total		45		516	475
	BY OTHER PRECINCT & BUREAU OFFICERS			377		3281	2550
		TOTAL		422		3797	3025
2.	ARREST DISPOSITIONS						
	State Court		77		673		
	Federal Court		1		19		
		Sub-Total		78		692	686
	Traffic & Ordinance Court:						
	Voluntary Commitments		1		22		
	Loitering		0		26		
	Possession of Hypodermic Needle		1		3		
		Sub-Total		2		51	55
	TOT Other Bureaus & Departments		134		1271		
	TOT Parole		4		21		
	TOT Probation		7		37		
	Investigated & Discharged		197		1725		
		Sub-Total		342		3054	2284
		TOTAL		422		3797	3025
3.	WARRANTS DENIED		6		98		112
4-A	BOARD OF HEALTH		128		1055		749
4-B	NEW OPIATE ADDICTS		73		579		226
5.	PERSONS ARRESTED						
	SEX & COLOR	MALES Negro	251		2140		1942
		White	102		1064		675
		Mexican	1		21		10
		FEMALES Negro	43		312		247
		White	24		259		150
		Mexican	1		1		1
			422		3797		3025

PERSONS ARRESTED CONT'D: (AGE GROUPS & DRUG USED)

	-15	15-16	17-20	21-24	25-28	29-32	33-36	37-40	40+	1969 TOTAL
HEroin	0	12	200	247	169	129	90	89	100	1036
Marihuana	7	31	374	148	52	23	8	7	3	653
Hashish	0	1	4	3	1	0	0	0	0	9
Barbs	0	6	3	5	3	2	0	1	0	20
Amphets	0	3	39	23	6	4	0	2	4	81
Cocaine	0	0	2	5	3	4	2	0	5	21
Dilaudid	0	0	1	1	1	2	1	0	1	7
Methadone	0	0	1	1	0	0	1	0	1	4
Morphine	0	0	0	0	0	0	0	0	0	0
Robitussin	0	0	1	3	1	0	0	0	0	5
Paregoric	0	0	0	1	1	0	0	0	0	2
Demerol	0	0	0	2	0	0	0	0	0	2
Codeine	0	0	3	0	0	1	1	0	1	6
Percodan	0	0	0	0	0	0	0	0	0	0
LSD	3	6	39	11	5	0	0	0	0	64
STP	0	0	0	0	0	0	0	0	0	0
DET	0	0	0	0	1	0	0	0	0	1
Non-User	32	189	740	444	212	100	57	40	72	1886
69 TOTAL	42	248	1407	894	455	265	160	139	187	3797
1968	33	211	1029	641	410	224	171	133	173	....

6. COURT DISPOSITIONS

STATE COURT - TO PRISON	CONVICTIONS	TOTAL MOS. SENTENCE	SENT./MOS. AVERAGE
ale - Reduced to Possession	10	525	52.5
Sale - Red. Attempt Sale	27	901	33.3
Sale - Red. Att. Possession	5	166	33.2
Sale - Red. Addiction	2	18	9.0
Possession	9	280	31.1
Poss. - Red. Att. Possession	19	573	31.1
Poss. - Red. Addiction	45	417	9.2
Poss. - Red. Disorderly Person	2	6	3.0
Forged Prescription - Red. Addiction	1	12	12.0
Dangerous Drugs	3	12	4.0
Dang. Drugs - Red. Dis. Person	1	3	3.0
TOTAL	124	2913	AVG. 23.4

STATE COURT - PROBATION			
Sale - Red. Attempt Sale	19	696	36.6
Sale - Red. Att. Possession	17	624	36.7
Sale - Red. Addiction	7	132	18.7
Possession	2	96	48.0
Poss. - Red. Att. Possession	28	816	29.1
Poss. - Red. Addiction	231	4194	18.1
Poss. - Red. Dangerous Drug	2	30	15.0
Poss. - Red. Disorderly Person	6	84	14.0
Forged Prescription	5	126	25.2
Forged Rx - Red. Addiction	19	378	19.8
Forged Rx - Red. Disorderly Person	2	30	15.0
Pharmacy Act	1	12	12.0
Dangerous Drugs	25	450	18.0
Dang. Drugs - Red. Disorderly Person	5	60	12.0
Other Crimes	3	108	36.0
TOTAL	372	7836	AVG. 21.0

COURT - REF. TO YOUTH TRAINING ACT	CONV.	TOTAL MOS. SENTENCE	SENT./MOS. AVERAGE
Sale	4		
Possession	20		
Dangerous Drugs	1		
TOTAL	25		
STATE COURT - FINED			
Sale - Red. Attempt Sale	1	$ 350	$ 350
Poss. - Red. Addiction	7	775	110
Pharmacy Act	1	50	50
Dangerous Drug	2	150	75
TOTAL	11	$ 1325	AVG. $ 120
STATE COURT - SUSPENDED SENTENCE			
Forged Rx - Red. Disorderly Person	1		
Poss. - Red. Addiction	12		
Poss. - Red. Disorderly Person	1		
Dangerous Drugs	3		
TOTAL	17		
STATE COURT - COMMITTED STATE HOSPITAL	1	Indeterminate	
FEDERAL COURT - PRISON	5	360	72.0
FEDERAL COURT - PROBATION	1	36	36.0
FEDERAL COURT - COMMITTED TO FED. HOSPITAL	1	Indeterminate	
TRAFFIC & ORDINANCE COURT - PRISON			
Voluntary Commitments	22	34	1.5
Loitering	2	2.5	1.2
TOTAL	24	36.5	AVG. 1.5
TRAFFIC & ORDINANCE COURT - PROBATION			
Loitering	3	60	20.0
TRAFFIC & ORDINANCE COURT - FINED			
Loitering	1	$ 200	$ 200
TRAFFIC & ORDINANCE COURT - SUS. SENTENCE			
Loitering	3		

SUMMARY OF COURT DISPOSITIONS

	1969	1968
PRISON (State/Fed./Traffic & Ord. Courts).....	153	121
PROBATION.....	376	268
REFERRED TO YOUTH TRAINING ACT.....	25	8
COMMITTED TO STATE OR FEDERAL HOSPITAL.....	2	1
FINED.....	12	53
SUSPENDED SENTENCE.....	20	26
GRAND TOTAL	588	477

7. COURT CASES

STATE COURT	CONVICTIONS	DISMISSALS	PENDING	PRIOR TO 1969 CONV.	PRIOR TO 1969 DISM.	PRIOR TO 1969 PEND.
Practice Medicine Not In Good Faith	0	0	0	0	0	2
Viol. Pharmacy Act	0	0	1	1	1	0
Viol. State Drug Law	183	73	292	294	78	294
Forged Prescription	12	4	15	16	2	16
Dangerous Drug Law	27	18	43	14	4	37
Other Crimes	3	1	1	0	1	3
Sub-Total	225	96	352	325	86	352
FEDERAL COURT						
Viol. U.S. Drug Law	0	0	15	7	4	38
U.S. Drug Abuse Control	0	0	1	0	0	2
Smuggling Drugs	0	0	3	0	0	4
Sub-Total	0	0	19	7	4	44
TRAFFIC & ORDINANCE COURT						
Voluntary Commitments	22	0	0	0	0	0
Poss. Hypodermic Needle	0	0	3	0	0	2
Loitering	6	16	4	3	1	6
Sub-Total	28	16	7	3	1	8
TOTAL	253	112	378	335	91	404

SUMMARY OF COURT CASES

	STATE	FEDERAL	1969 TOTAL	1968
CASES (1969)....	724	19	743	741
CONVICTIONS.....	581	7	588	477
DISMISSALS.....	199	4	203	170

8. PERSONS TO COURT IN 1969

SEX & COLOR:			1969	1968
	MALES	Negro	412	504
		White	237	153
		Mexican	4	5
	FEMALES	Negro	43	51
		White	47	28
		Mexican	0	0
		TOTAL	743	741

SUMMARY FOR ANALYZING DATA

Data (facts) lead nowhere by themselves; they are quite motionless. Data must be interpreted before they have meaning. The first problem is to establish with reasonable certainty if the data are true. The popular faith that "they couldn't say those things if there weren't some truth in them" underestimates both the skill of an accomplished liar and the unintended distortion inherent in one's frame of reference. Those who wish to falsify the truth are likely to:

1. Lie about a group.
2. Lie about a dead man.
3. Imply guilt by association.
4. Impute wicked motives, purposes or consequences.
5. Use "weasel" words.
6. Quote out of context.
7. Find a friendly congressman.
8. Find a friendly witness before a Congressional committee.
9. Repeat the lie until it becomes accepted as fact.

How is a fact to be recognized as authoritative when it is encountered?

Among the useful tests for reliability in interpreting data are:

1. Authorship-who said it?
   a. What is his training and competence?
   b. What is his bias?
   c. Is he emotionally stable?
2. Sponsorship-who publishes, distributes, or promotes it?
3. Vested interest-whose axe is showing?
4. Factual content-how specific is the author?
5. Verifiability-can it be checked?
6. Relevancy-do the data support the conclusions?
7. Style-is it descriptive or propagandistic?
8. Consistency-does it agree with other known facts?
9. Plausibility-does it sound reasonable?

In interpreting statistical data, it is easy to employ truthful data to reach false conclusions. Distortion may be suspected whenever a sample is too small to be adequate, or too carelessly controlled to be accurately representative of the groups and classes of people involved. The base upon which a percentage or index number is computed, or which is used as a starting point for a trend or comparison, may be chosen to give a true picture, or may be chosen so as to conceal the truth.

In using averages, the mean will always be misleading if based on a lopsided, rather than normal, distribution, whereas the mode or median will give a more nearly typical picture. A graph line can be flattened or sharpened by stretching or compressing the scales along the axes, and each graph must be carefully studied for possible distortion. Public opinion polls can be used either to measure or to manufacture public opinion. Sampling errors, loaded questions, or a limited choice of answers may give fallacious results.

Associations and correlations are most useful in suggesting hypotheses and indicating possible causes. But an association is real only when something occurs more often than chance would indicate; thus, every claimed association between two factors must be checked by asking how often these two factors normally occur together. When it is found that two factors do occur together more often (or less often) than can be accounted for by chance, it still remains to be shown whether either one causes the other. Neither association nor correlation proves anything beyond the possibility of causation.

It is no easy adventure upon which the student is invited. The interpretation of data is the most difficult task in social science. It requires a degree of objectivity which not all students have the will or capability to develop; it demands an awareness of the common pitfalls such as those described in this chapter; it requires an accumulation of factual knowledge-a lot of plain, unvarnished, unspectacular, painstakingly acquired facts-without which no intellectual tricks or short cuts will bring the practical understanding of social issues which students presumably desire. Although the study of social problems will never be dull, neither will it be easy. The most difficult task of all will be to recognize and accept the truth when one had found it.

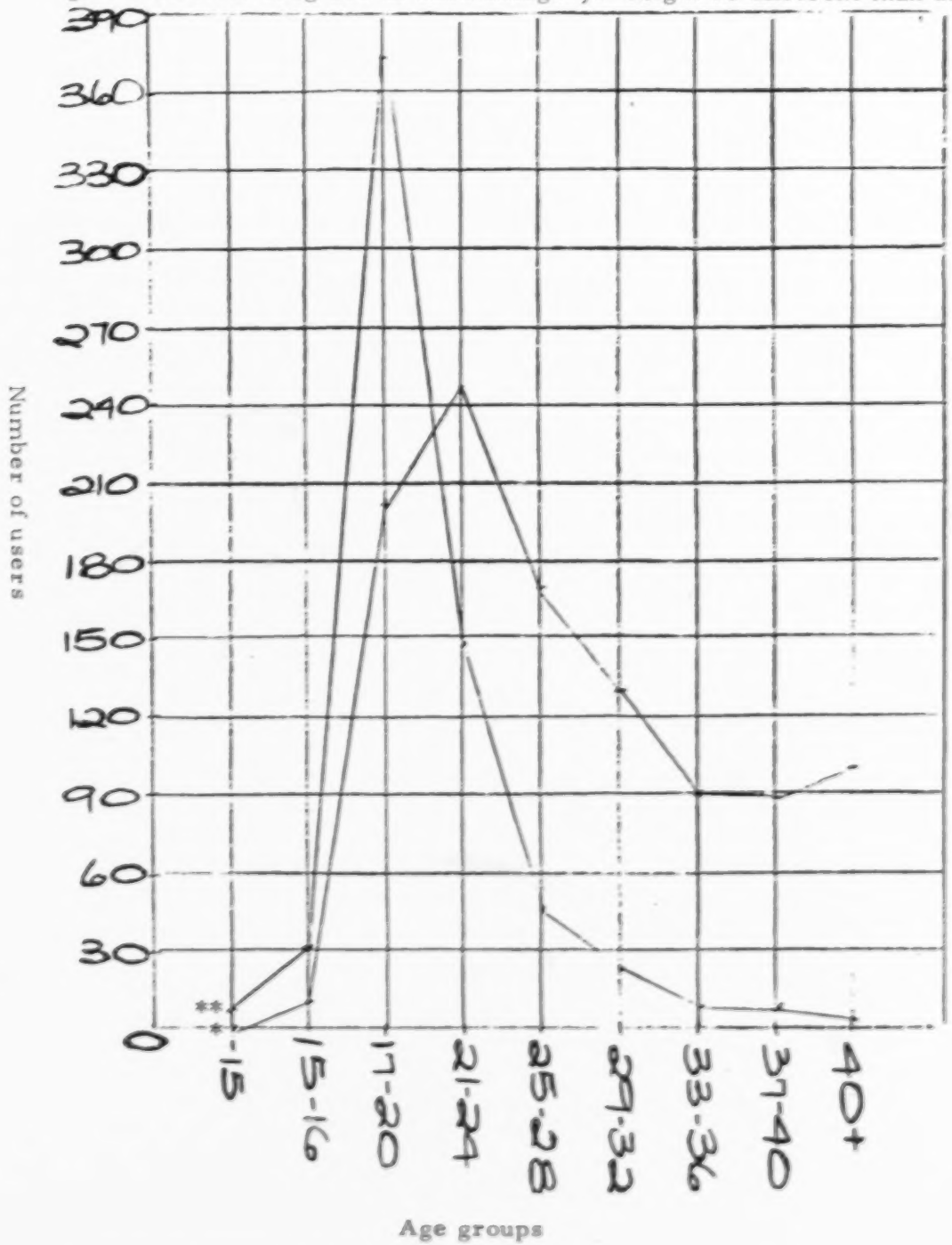
The Sociology of Social Problems, Paul B. Horton, Gerald R. Leslie
Copyright 1965, Meredith Publishing Company. Pages 75-76.

Two newspaper articles have been omitted because of copyright restrictions. They are: "Millions Report Growing Use of Dangerous Drugs," by Louis Harris, and, ""Major Crime for January Up 10.7 Percent."

STUDENT SAMPLE

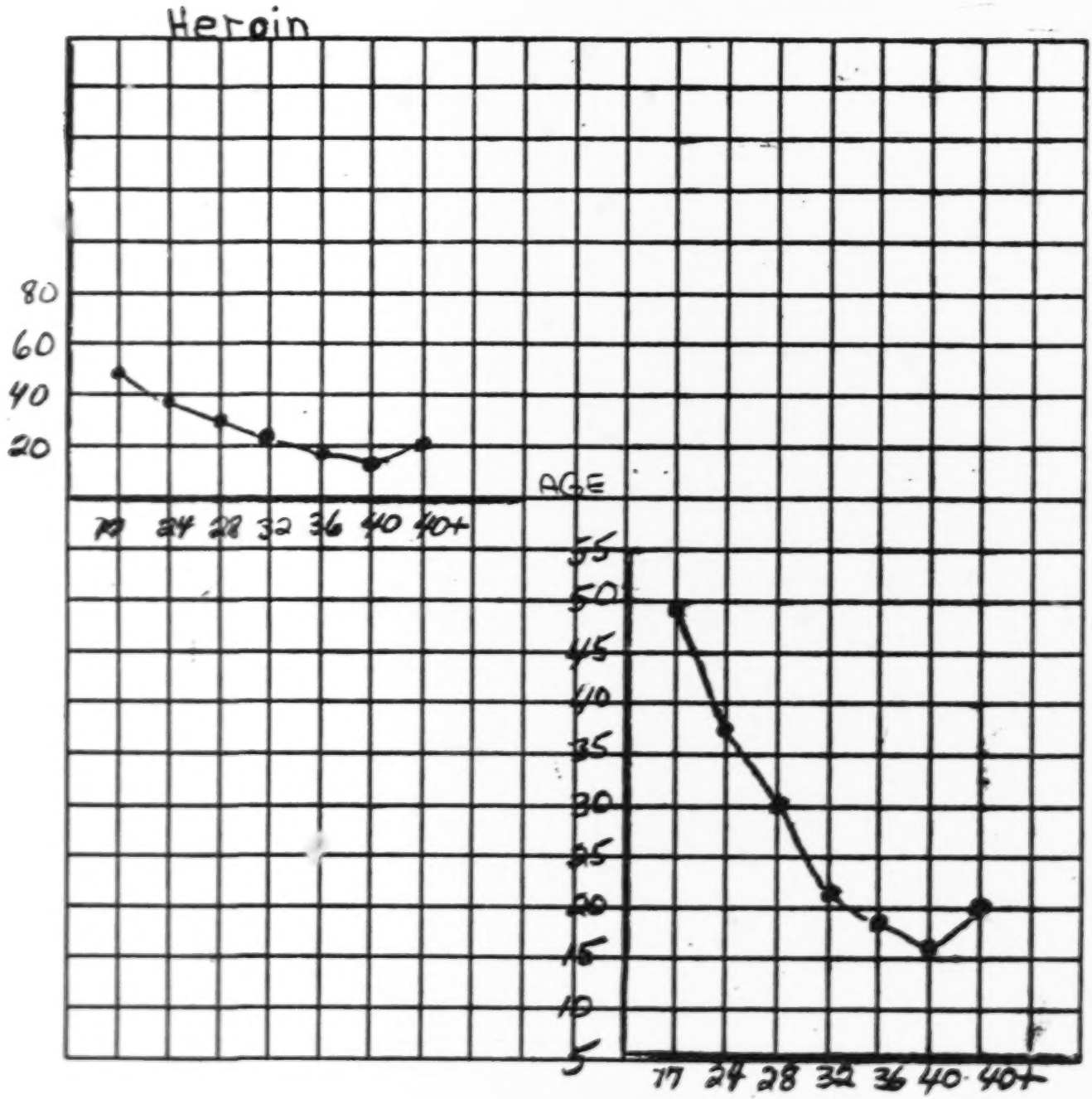
*Heroin Total = 1036 (1969)
**Marijuana Total = 653 (1969)

It is clearly shown that the users of heroin outnumber the users of marijuana.*
(teacher's note: if you look closely, it depends on age. Figures aren't given for total drug use in each category. Might be different than above.)



*Statistics from Detroit Police Department.

STUDENT SAMPLE



(Teacher's note: This is an attempt to show: First, that heroin use doesn't look too much higher for young than old; second, that it is astronomical in comparison.)

Two articles have been omitted here because of copyright restrictions. They are:

"Family Income, Parents' Education Tied to Youth Drug Use," by Nancy Stark. The Daily Tribune, Wednesday, February 25, 1970.

"Rich Kids Use Drugs More," by Judy Wax.

RESEARCH HYPOTHESES

RESEARCH HYPOTHESES ARE TENTATIVE STATEMENTS OF THE RELATIONSHIP BETWEEN TWO OR MORE VARIABLES

I. REASONS FOR DEVELOPING HYPOTHESES

THE MAJOR REASONS FOR DEVELOPING HYPOTHESES ARE TO:

1. BETTER UNDERSTAND RELATIONSHIPS AMONG VARIABLES
2. BE ABLE TO PREDICT RELATIONSHIPS AMONG VARIABLES

ADDITIONAL ADVANTAGES ARE:

3. TO REDUCE TIME AND EFFORT BY RULING OUT UNLIKELY EXPLANATIONS AND EMPIRICALLY TESTING LIKELY HYPOTHESES
4. TO DELIMIT THE RESEARCH TO STATEMENTS WHICH CAN BE EITHER SUPPORTED OR REJECTED.

II. HYPOTHESES ALWAYS:

1. ARE IN DECLARATIVE SENTENCE FORM
2. STATE THE RELATIONSHIP BETWEEN OR AMONG VARIABLES
3. CLEARLY IMPLY THIS RELATIONSHIP CAN BE TESTED--THAT THE VARIABLES ARE POTENTIALLY MEASUREABLE.

THERE IS NO ONE WAY TO STATE HYPOTHESES.

Schedule for Remaining Classes

MARCH	12 HYPOTHESES QUESTIONS TABULATION (PROBABILITY)	19 PROP. SAMPLING ANALYZING (X2) (RESEARCH DESIGN)	26 RESEARCH DESIGN	
APRIL	2 SPRING VACATION	9 DATA GATHERING	16 TABULATION RESULTS (DATA GATHERING)	23 TABULATION RESULTS
MAY	7 INTERPRETATION OF DATA	14 INTERPRETATION OF DATA (PRESENTATION FORM)	21 PRESENTATION FORM	28 PRESENTATIONS TO COMMUNITY CONCERNS CLASS (Video-Taped)

NAME(S) _____

TOPIC (WHAT?)	HOW? (PROCEDURE)	SUBJECTS (WHO?)	WHERE?	WHEN?	DESIGN (ANALYSIS)

NAME(S) Student responses.

Instructor's Comments

TOPIC (WHAT?)	HOW? (PROCEDURE)	SUBJECTS (WHO?)	WHERE?	WHEN?	DESIGN(ANALYSIS)
Transportation in urban areas - specifically Detroit	Research	Dept. of Transportation	Detroit		
	Interviews	Car companies (G.M., Ford, Chrysler)			
	Audio - visual & tapes of interviews and actual problem (traffic)				
What about transportation? No. of people/car during rush hours? Pollution & trans? Mass public transport? Traffic flow & hours? Commuters or residents? Opinions about the above? Willingness to work out car pools & avoid traffic jams & air pollution? What G.M. or Ford, etc. are doing to combat pollution?	What kind of visuals? movie, slides, (sorry, video tape out)	Are subjects the right ones to find out hypotheses or do you have sampling bias?	Do you know where specifically to find subjects?		
	Interviews - do you have questions designed to fit hypotheses?	Depends on hypoth.		Can we set up appointments?	
See me about charts & SAE paper.					
Maybe we can go together to TALUS soon.					

NAME(S) _____ Student responses Instructor's comments

TOPIC (WHAT?)	HOW? (PROCEDURE)	SUBJECTS (WHO?)	WHERE?	WHEN?	DESIGN (ANALYSIS)
General opinion survey 1)general statistics 2)pollution 3)universities students demonstrations 4)religious attitudes 5)racial attitudes	Survey - questionnaire interview (personal - possibly use video tape)	Students (college & high school) Parents Adults			
- - - - - - - - -	- - - - - - - - - - - -	- - - - - - - - - -	- - - - - - -	- - - - -	
What are you attempting to find out by general statistics? (age, sex, etc.?) Are you going to relate them specifically to hypotheses? Are you trying to see if there is a correlation between racial & religious attitudes - inconsistencies, etc.? Sounds very interesting.	I'm sorry, video tape is out - How about movie? - with sound? Do you have every question on survey related to some hypothesis?	Which students? At what college? Parents of students or not necessary? Is there a difference between parents & adults or is that to make the distinction?	Which community?	Can we set a tentative date?	

NAME(S) _____ Student responses Instructor's comments

TOPIC (WHAT?)	HOW? (PROCEDURE)	SUBJECTS (WHO?)	WHERE?	WHEN?	DESIGN (ANALYSIS)
Hypothesis: Blacks who identify strongly with a racial group take less drugs than other students. - - - - - - - - - - According to information on questionnaire, you have more than one hyp. Can you list on paper the other possible correlations you're looking for? (e.g., sex, age...) or can we eliminate some based on Cowen's report? You may want to repeat anyway, but let's see if we can list.	Questionnaire: 1. general information: a. sex b. age c. race, etc. 2. racial group section: a. identification with group b. degree of participation 3. Drug involvement a. type b. amount Mr. Cowan's survey as model 4. Time factor a. How long have you identified with each group? b. How long have you taken drugs? - - - - - - - - - - - How can you measure identification with group? Membership only? That may be enough. Perhaps we can get Cowan to take a look at your survey before final product.	1. sample: group of Walled Lake Central students 2. sample: group of Pontiac Central students Need student lists - - - - - - - - - - - A particular grade level or all high school? How are you going to define drug users? See me about student lists.	At the schools - - - - - - - - Which schools? Both Central & Western at Walled Lake as well as Pontiac?	? Depends on Pontiac Central - - - - - - Perhaps you can talk to principal about your project and ask for a good time to run it... Check calendars for school activities. that would disrupt survey.	

COMMUNITY CONCERNS CLASS

By either written form or tape recording:

1. State the purpose of your study.
   What you're interested in finding out and why?

2. State hypotheses clearly.
   Be able to show which questions are related to which hypothesis.

3. Retain at least one questionnaire to include in final report.

4. State the sampling procedure you are using.
   How will you sample? Where? Who will give survey? Who do you have to contact?

5. State the correlations you are running.
   Give charts where possible.

   Example:

	Yes	No
M		
F		

6. Have you given any thought to your form of presentation?
   Should we reserve any media for you?

IDEAS FOR STUDENTS
(when making presentation to faculty who will be assisting)

1. GIVE REASON FOR SURVEY

   Tell as much as you can.

2. EXPLAIN SURVEY INSTRUMENT

3. TELL HOW TO ADMINISTER

   a. Sampling - do not give to volunteers, etc.

   b. Process to be used in your school.

4. EXPRESS APPRECIATION

   a. Thank you

   b. Very happy to receive comments on instruments, i.e., things they catch that we hadn't.

   c. About things they would like to see done in future.

Appendix III

June 9, 1970

Congratulations on the completion of another school year. I want you to know that our class in community concerns has been a highlight of my year. A subject like research, which could be very deadly, has really been fun with students like you who have earnestly tried to take a serious look at our society and appraise it in one small slice. I hope it has been as rewarding for you as it has for me.

However, my feelings are not enough to judge whether a class such as the one we attempted is worthy of implementing in the educational system. Now the class has to be examined to find out what happened, when were we on the right or wrong track and why. I need your help. So far one evaluation has been returned. I know that this form of evaluation takes a long, long, time, but there seems no other way of analyzing what we did this past semester here.

Would you take the time to complete the one that is enclosed, or use the one you already had, and return it with the envelope? Thanks for all your work.

Have a pleasurable and profitable summer. Keep in touch if you find time. I will let you know how the evaluation turns out.

Sincerely,

George R. Johnstone
Social Studies Consultant

GRJ/gr

Enc.

Write as much as you can pertaining to each question. There is no time limit.

FORM I

1. What is a social problem?

2. If you were going to do research in your own community on something of interest to you, what steps would you take?

3. What are some things that you should consider when gathering information through an unstructured observation?

4. What is a structured interview and why would you take one?

5. What does random selection mean?

6. Why do we use random selection in gathering data for research?

7. What does probability mean when used in reference to statistics?

8. What is a correlation?

9. What does a X^2 (chi squared) test tell us?

10. How do we find (or compute) X^2?

11. Tell me all the ways you can think of for gathering data for research purposes.

12. Read the following news article and answer the questions which follow.

An article has been omitted here because of copyright restrictions. It is: "Rising D.C. Crime Rate Mocks Nixon Pledge," by Louis Cassels. The Pontiac Press, January 19, 1970, p. B-16.

13. What questions would you raise concerning the article?

14. Do you see any use of propaganda techniques? Explain.

15. What things do we <u>know for sure</u> having read this article?

16. Assume that you are interested in doing research on pollution on some kind in your community. (a) What are some possible hypotheses you would make? (b) How would you gather data to check your hypotheses? (c) When would you be sure that your hypotheses are confirmed?

17. Were there some things you felt you learned about which you were <u>not</u> questioned?

FORM II

1. Before the class began the objective was stated something like the following:

> "The purpose of the course is to try to train students to take a field research approach to social problems, i.e., draw up hypotheses, develop survey tools, complete a survey, use computer analysis to interpret results and report findings."

Do you feel we have done what we said we wanted to do? Comment.

2. Did you find the class educational?

3. In what ways do you think it will be of benefit to you?

4. Did you ever feel you were asked to do something for which you were not prepared? If so, what?

5. Did you at any time feel you could not ask for help from your teacher? If so, when?

6. Did you ever ask for help and not receive some attempted effort on the part of your teacher to help you? If so, when?

7. Was the class too hard or too easy?

8. Do you think field research is easy or hard?

9. Can field research be fun?

10. Do you feel your local school was supportive of your efforts in the class? If what ways was it or was it not?

11. What do you think were some strengths of this class?

12. What were some weaknesses?

13. Did the class surpass, meet, or fall short of your expectations? Comment.

14. Would you take the class again knowing what you know now?

June 9, 19'0

Weare entering the final stages of our pilot project. A few students a:e culminating their activities amidst the whirl of school closings a:d senior events. Some have expressed a desire to continue their workinto the summer. But most have completed their requirements with some form of presentation on their procedures and findings.

Wehad initially raised the question: Can we teach students the methodoloy of field research? My candid opinion is that we most emphaticaly can! However, a detailed evaluation of what happened and why wil take sometime.

Maiy ingredients have contributed to whatever success we have had in thisexperimental project. Our evaluation of the students, their work, and:heir evaluation of us are all important in such an enterprise. But to no l:ss degree than an appraisal from you, the coordinating teacher. Vould you please assist us by completing the enclosed form? If I have onitted some phases of the program you feel significant, please comment o them.

Thank you for your cooperation throughout the semester. The criticismsand support I have received from you have been of great service. I I don't see you before summer vacations, I hope yours is a pleasurale and profitable one.

Sincerely,

George R. Johnstone
Social Studes Consultant

GRJ/gr

Enc.

TEACHER EVALUATION

Please write as much as time will permit you.

1. Did you ever attend our class? If so, when?

   How would you judge the effectiveness of the class you attended?

2. What did you think we were trying to do in this experimental project?

   Do you think we accomplished this or not?

3. What problems have you sensed in establishing and conducting this class? i. e., assisting students or transportation.

   How do you think they could be overcome?

4. What were some weaknesses you saw in the class as it was taught?

   How do you think they could be overcome?

5. What were some positive strengths you saw coming out of this class?

6. Was there any evidence of sharing what was gained or not gained in this class with others in the school?

7. How much time did you find yourself spending with the students? What were you doing in that time?

8. We have had the students released from some regular class time. Would you rank the experiences they have received in this experimental class as:

    1. more benefit than
    2. equal benefit to
    3. less benefit than

    the experiences they would have received had they remained in the regular social studies classroom. Why?

9. Do you think a similar class should be implemented in your school system? Why or why not?

If so what materials, directions, guidance would you like available to you?

10. Any further comments you would like to make.